

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of related literature is needed after the research problem has been identified. By reviewing the related literature, the researcher can relate the theory to the problem under investigation. This chapter is devoted to review some relevant theories underlying this study. It consists of some items such as students' perception, reading comprehension, Google Classroom, and Google Meet application.

2.1 Perception

The objectives of this research are to find out the students' perception using Google Classroom, Google Meet, and collaborate with both of them in learning reading comprehension. It is important to know what perception is and how perception is formed. There are some theories related to the perception of some experts.

2.1.1 Definition of Perception

One element to encourage any factors influencing willingness to learn English is perception. Perception can be defined as a process that involves seeing, receiving, selecting, organizing, interpreting information. According to Jarvis (2015), perception is a method or process of input information then analyze it, then interprets the information. Another definition is set out by Oxford Advanced Learners' Dictionary in Rani (2007) perception is defined as a way of seeing, understanding, or interpreting something. Moreover, Longman Dictionary of Contemporary English stated perception as a way someone think about

something.

According to Tampubolon (2017) perception is the process by which objects are selected and grouped by a person so that they can be perceived in a meaningful way. It displays a students' perspective of reality in his/her surroundings. Based on some definitions, the researcher might conclude that people have different a point of view when they are experiencing and observing an object. In this research, the perception is the way how the students show their perception about the use of Google Classroom and Google Meet as online collaborative tools in reading comprehension.

2.1.2 Students' Perception

Students are the primary and the most important resource for the learning and teaching process. Students can learn from the teachers, whereas teachers cannot teach without students. The overall learning process always begins with perception (Danim, 2010). Perception is a method for processing sensory data through our senses. In addition, Slameto (1974) said that the perception was described as a process of placing messages, information, or knowledge in the human brain.

Students are being continually making associating to their surroundings. This connection is made by our sense of hearing and seeing in online learning. It is especially in the use of collaborative learning using Google Classroom and Google Meet as online collaborative platforms in reading comprehension.

Students' perception is the way of giving students preferential treatment to the information and knowledge that they get from an object. Every student has a

different view of their perception about Google Classroom and Google Meet in reading. It can be positive or negative ways to give their perspective.

2.1.3 The Factor of Perception

Based on Kehoe (2013) there are three factors of perception, they are individual, object, and context as follow:

1. Individual

The individual is one of the internal factors from students which contribute to the subjective nature of the perception process. This factor is related to the perceiver, interests, needs, motives, and expectations. This factor is influencing how students select the information which is relevant and meaningful to them. The individual factor in this research is students' perception of using Google Classroom and Google Meet in reading comprehension.

2. Object

The external factor of perception that needs attention from the perceiver is object perception. It is collaborative learning using Google Classroom and Google Meet. This factor is related to the physical characteristics of the object which is perceived. Repetition of an object can make students' perspective, it is the external factor from the perception.

3. Context

Treatment and method around the students which is perceived also influence the process of perception of the collaborative learning in reading comprehension. This factor is divided into three parts, which are: physical

factors, social factors, and also organizational factors. The context of this study is about students' perception using Google Classroom and Google Meet in reading comprehension.

2.2 Reading Comprehension

2.2.1 The Definition of Reading

According to Tampubolon (2017) reading is a process that is carried and used by the reader to get information and message. Reading comprehension is very important for EFL students to master. Reading is a textual method in which the readers are looking for the information or the message that has been written. Reading, as one of the most essential skills in learning new language functions, it is a way for the learners to get new knowledge.

Reading is the ability to draw meaning from the printed page and interpret the information appropriately. By reading, learners can also enrich their vocabulary, improve their pronunciation and develop their grammar. It means reading is very important to be mastered by the students (Grabe & Stoller, 2013). Reading is in fact about comprehension, not only understanding the term or code but also the message being communicated.

2.2.2 Reading Comprehension

Reading comprehension is one of the basic language skills allowing learners to improve their achievement. Nurhasanah, N., Sulisty, B., Agustiani, M., & Ulya, E. N. (2020) stated that through reading comprehension, students can gain new experiences, which becomes the foundation for knowledge acquisition.

A student can appreciate other people's experiences through books or other printed sources. Therefore, reading comprehension is a fundamental skill for everyone who wants to improve their insight. According to Sudiran (2015), reading is a skill that helps all people to achieve and reach their goals in life.

According to Nurjannah (2018) reading comprehension is considered one of prominent English skills for learners. In this skill, students are required to catch some implied and stated information from the text by interpreting or analyzing the sentences to get the answers to the questions. Students have various problems in doing reading comprehension test related to their level of mastery.

Students that had a rich knowledge of vocabulary will find how reading comprehension is easy, with good knowledge of grammar. Each student may face different difficulties from others causing different needs on teaching methods and learning activities. This study aims to determine the difficulties faced by students in doing reading comprehension test to decide which methods and learning activities are applicable in the classroom to enhance their skills.

The term reading comprehension refers to the understanding of the text being read by the reader. Comprehension is defined as the process of getting meaning of a communication, as in the personal letter, speech, and sign language; the knowledge or understanding is the result of such a process. Reading activity can be divided into many kinds depending on its function. The function of reading varies as the function of writing also varies. People may write to inform, to entertain, to argue, to instruct and so forth.

Slightly different and simpler, Grellet (1981) in (Zainurrahman & Djabir, 2020) mentioned that there are two reasons why people reading: for pleasure and information. Although there are different reading purposes, comprehension is the key point. Without comprehension of the text, the purpose of reading cannot be achieved. It is impossible to be entertained by reading a short story without understanding the meaning of the text. Therefore, it can be said that reading comprehension is not a kind of reading activity.

2.2.3 The Importance of Reading Comprehension

Reading comprehension must be seen as a requirement for any reading activity can achieve its goal or purpose. In this research, the researcher used the perception of the students using Google Classroom and Google Meet as online collaborative tools in reading perception. Reading comprehension is very important in learning English. Therefore, Zainurrahman & Djabir (2020) stated that there are three reasons why reading or reading comprehension is important:

1. Firstly, reading is important to enrich the knowledge about the world and life which are explained or written in various sources by experts.
2. Secondly, reading is important to develop thinking ability including imagination and creative thinking.
3. Thirdly, reading is important to support emotional maturity. As an active practice, reading enhances the ability to think and as the thinking ability develops, the reader can control his or her mentality.

Reading comprehension, in the classroom using online tools is taught to train the students to understand the meaning of the text. Students are required to

read certain texts and then be demanded to demonstrate what they have grasped from the text. Perhaps, the importance of reading as proposed by Harrison (2004) in (Zainurrahman & Djabir, 2020) is a full version of reading purpose. At the high school level, the students are only demanded to understand the text which is the fundamental aspect of reading comprehension.

2.3 Google Classroom

2.3.1 Google Classroom

In today's digital era, the application of learning models must be technology-based. One model of technology-based learning is the Google classroom. Google classroom is an appropriate learning model to be applied in the digital era (Ramadhanty & Puspitaloka, 2020). Google is a popular Web 2.0 tool that offer a lot of interesting facilities and applications. It, like many other Web 2.0 tools, has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances. Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with easy (Shaharane, Jamil, & Rodzi, 2016).

In the context of integration of Google Classroom into the teaching and learning of data and related applications concepts, the users (teachers or students) must have perceptions that Google Classroom is useful in helping in the teaching and learning process, as its easy of use they will intend to use it when needs arise. Google Classroom can be elevated to become a pedagogical/cognitive tool to help

in changing the focus of the classroom from one that is teacher-centered and controlled to one that is learner-centered and open to inquiry, dialogue, and creative thinking on the part of learners as active participants (Azhar & Iqbal, 2018). The use of Google Classroom in teaching and learning data mining and related applications is intended to be used as a cognitive/pedagogical tool.

Google classroom was launched in 2014; therefore, studies related to the effectiveness of Google Classroom are limited. Shaharane, Jamil, & Rodzi (2016) analyzed Google Classroom's active learning activities. They used TAM (Technology Acceptance Model) to study the effectiveness of the activities posted on the platform. Results of 100 students revealed that the comparative performance of Google classroom was far better in the areas of communication, interaction, perceived usefulness, ease of use, and overall students' satisfaction. Similarly, the study by Azhar & Iqbal (2018) researched to evaluate the functionality of Google classroom as a Learning Management System (LMS). The study found that cost was the primary reason for the adoption. Collaborative learning through assignments was viewed as an extremely effective tool for enhancing student engagement (Azhar & Iqbal, 2018).

Google Classroom is a tool or application introduced in Google Apps for education. Khalil (2018) said Google Classroom is very easy to set up and it allows teachers to create classes, distribute assignments, post announcements, send feedback, and upload course materials for students to view. Therefore, Google Classroom is developed by Google for academic purposes that support a learning platform. The development of information technology is very influential

in all fields with no exception in education. As an embodiment of the application of information technology, namely the implementation of technology-based learning. The form of technology-based learning is the implementation of online learning, by using e-learning as a media in the implementation of the learning process especially in the reading context.

2.3.2 The Benefit of Google Classroom

Google Classroom is an application designed to assist the teacher in creating, distributing, and collecting paperless tasks, assessments, including automatic document storage for each student. It is useful for teaching reading comprehension. Google Classroom can be used as a means of communication between students and teachers, in organizing classes, especially when students and teachers cannot do face-to-face learning like in this situation.

By using Google Classroom, the teacher can encourage students to learn materials more creatively. Besides, its availability on their smartphones, the learning process can be easily accessed by students wherever and whenever they want to read a lot of material in reading comprehension (Dewi, Zahrowi, & Sulistyawati, 2020). The following are the benefits of utilizing Google Classroom for teaching and learning;

1. It empowers teachers to post class materials, e.g.: assignments, announcements, due dates, and the learner can see all that is posted by the teacher.
2. Google classroom interfaces with one's Google drive and effectively oversee data in a folder.

3. Google Classroom can be accessed anytime whenever utilizing a personal computer or any gadget with a web association and an internet browser.
4. It permits the formation of private classes and groups so that there are no interlopers to unapproved groups or classes.

2.4 Google Meet

2.4.1 Google Meet

Google Meet is a video conferencing application that is used for online meeting processes created and developed by Google. Based on (Juniartini & Rasna , 2020) Google Meet allows users to hold meetings on the go, carry out virtual teaching and learning activities and training classes, remote interviews, and more. Google meet has a feature that allows you to make high-quality video calls for groups of up to 250 people.

When there is a pandemic, the students study at home using apps that have been agreed upon by the teacher and students. The learning room component, which was originally a classroom in a school setting, has been relocated to the Google Meet application room. Based on (Setyawan, Aznam, Paidi, Citrawati, & Kusdianto, 2020) Google Meet is an accessible and alternative online learning platform. Google Meet Assist Educators is in indirect learning activities, the teacher employs the lecture method. Students are expected to benefit from interactive learning in terms of knowledge acquisition and learning outcomes.

2.4.2 The Advantages of Google Meet

According to (Sawitri, 2020) there are several advantages of Google Meet,

which are as follows:

1. There is a White Board feature

We can write in the white board features when we use Google Meet. Now white boards are used more often in terms of education and when explaining. The advantages of this white board can be used as a means of explanation in the form of pictures or numbers. Which is difficult to explain using oral. So Google Meet makes it easy for its users to do it.

2. Free Available

Now Google Meet gives you the freedom to install this application. It is available for free and can be downloaded on the Playstore or the app store for iOS users. Google Meet wants to prove that its service is better than other video conferencing.

3. HD video display and other resolutions support

The third advantage of Google Meet is that the display provided is HD (High Definition) and can also provide the resolution found on smartphones. So that the display becomes clearer.

4. Easy to use

To be able to use Google Meet, you only need to have a Google account to sign up for the application, and you don't need any other stages.

5. Video encryption service

With the video encryption service, our data will not be misused. Google Meet provides these services to maintain the confidentiality of data for its users. So that we do not worry about data theft and sales.

6. Many choices of attractive appearance

With a video conference display that can be adjusted according to our wishes, then we can adjust the layout and choice of the right and good position. An attractive appearance is needed because with a good display interface every Google Meet user will feel at home and comfortable.

7. Can invite up to 100 participants

To be able to invite up to 100 participants, you can subscribe to the Google Suite which is more complete and. Using Google Meet, the free version is limited to 25 people or more, if you subscribe to Google Suite, it increases to 100 or up to 250 users. This feature is limited to free Google Meet users. Look for those who have signed up for Google Suite products. Everything can be more abundant and easier.

2.4.3 The Weakness of Google Meet

Sawitri (2020) stated that Google Meet not only has advantages but also has several weaknesses. The disadvantages of Google Meet include the following:

1. Lack of Data Saving Features

The first drawback that Google Meet has is that they don't have a data saver feature during calls. In the absence of data-saving features. The biggest possibility when we use Google Meet is that our data becomes wasteful and wasted when we use it. So we have to prepare a lot of data when chatting using Google Meet so that we won't experience complaints. Such as disconnected data and various other reasons.

2. Not all free facilities

Google Meet users must purchase a package from Google Suite before using more and more features. With limited features, we cannot freely use Google Meet. We have to pay first before using some complete features such as the 100 user package and many other packages on Google Meet.

3. Requires a stable internet network:

Not just a fast network but a stable one. Because with a stable network Google Meet can operate properly and work properly. Without a stable network you will not be able to enjoy the best service from it.

2.5 Online Collaborative Tools

In the online learning process, technology is needed to continue the learning activity. The teachers need online tools to teach their students. Google Classroom and Google Meet are developed by Google Apps for education. Both applications often use some teachers in senior high school. Only using one platform has not made the students about the material, especially in reading comprehension.

Only using Google Classroom to learning reading, the students can not know the right pronunciation from the text. However, using Google Classroom can make students have the material and the full text of the reading course. In addition, if only using Google Meet, the students can not submit their assignments with exact deadlines. Although, using Google Meet can make students better understand it is because they can meet by virtual as an offline class. Based on that, the researcher used online collaboration tools to make students better understand the material about reading comprehension.

Collaboration is a social structure in which two or more people interact with each other and, in some circumstances, some types of interaction occur that have a positive effect (Hargis & Wilcox, 2008). Online tools are made collaboration to be effective, efficient, and engaging online learning. Each tool is available worldwide wherever there is access to the internet. Both Google Classroom and Google Meet help create a more collaborative environment because they allow for voice, video, text, simultaneous editing, and immediate feedback. The tools presented are easy to use, user-friendly, and have online support available if needed (Hargis & Wilcox, 2008).

2.6 Previous Study

The previous related studies that have been conducted to investigate students' perception of collaboration online platforms in the different case studies are expected to help the researcher as her literature in writing this research. These studies are presented below:

The first research study was written by Khalil (2018). This research is aimed to investigate the learners' attitudes towards Google Docs and Google Classroom as online collaborative tools in learning grammar. Moreover, this present study is an attempt to elicit students' responses before using Google Docs and Google Classroom in their grammar course. The data collection was collected by questionnaire and semi-structured interview. Data were elicited from six EFL University in Bethlehem. The result of this study indicates that according to the students, Google Applications help establish a collaborative learning environment and has benefited from the availability of teacher written feedback and easy

access to course material.

Putra, Nulinnaja, & Munir (2020) in their research also about online collaborative tools using Google Classroom and Google Meet in learning Islamic Cultural History (SPI) to prevent transmission of the covid-19 virus. This study used a qualitative method in a survey. Through a survey via Google Form which is distributed to students majoring in Physics who are active in the 2020/2021 teaching in UIN Maulana Malik Ibrahim Malang. The result showed that students are motivated to attend the lecture because they did not require a lot of quotas, and the features used on the platform are very easy to operate and very attractive.

Dewi, Zahrowi, & Sulistyawati, (2020) investigate the implementation of the Google Classroom in reading comprehension. This research used mixed-method including both qualitative and quantitative methods. The result of the study is using Google classroom could improve students' scores on reading comprehension; this was indicated by comparing pre-test and post-test. The other research is conducted by Ridho, Sawitri, & Amatulloh (2019) this research showed that using Google Classroom is very helpful to get access with the lecturer and other classmates to discuss the course. Google Classroom is also a simple and meaningful learning platform that enables the students to learn anywhere and anytime.