

CHAPTER I

INTRODUCTION

In this part, I will explain several parts of introduction. There are research background, research question, research objectives, significances of research, scope of study, and definition of term which was explained one by one in accordance with my research.

1.1 Research Background

Recently, there has been an education problem because of Covid-19 pandemic. Many institutions like university and school have to do learning process from home. This situation makes the teacher has to do learning process without face to face directly and are required to integrate technology in learning. Classroom teaching must be changed by online learning or E-learning. Like Mulyadi et al. (2020) said that teachers face challenges to make students have real world communicative competence for their professional career by integrating language pedagogy and technology properly. So, the teacher can use technology like now, the teacher and students have interaction and engagement by E-learning. Students can accept the material through electronic media and uses internet because the teacher cannot deliver the material directly. Agarwal & Pandey (2012) stated that e-learning focuses on using technology on learning and education, also uses electronic media on learning process which refers the use of technological process, information, and communication. In E-learning the teacher and students stay in touch and interact

although not face to face. Example of E-learning is online learning which the learning uses internet network that can connect between students and teacher through electronic media. Like Urdan & Weggen (2000) stated that online learning used leads to internet-based learning, virtual learning, cyber learning, teaching based on web, distributed learning, electronic learning, and internet-based training. So, students and the teacher can interact with each other even though in a different room.

In the other hand, in online learning or E-learning need support applications, one of them is Google Classroom to facilitate the teacher and students for online learning. Using technology in learning process especially in English through Google Classroom can help the teacher to motivate students to learn fun because in this pandemic situation some students feel bored with online learning. Google Classroom is familiar for students and can make it easier for students and the teacher in the learning process. The teacher give some texts through Google Classroom and the students can join those class and read the texts, such as; narrative texts in Google Classroom. Students can ask the teacher through the comment column if there is a question. Then, they also can submit the assignment and download the lesson through Google Classroom. Google Classroom is an online application that students can use to learn every time and everywhere by using material that presented by the teacher. Like Beal (2017) claimed that Google Classroom is a tool that has facilities the teacher can collaborate with the students, also the teacher can create and distribute assignments for the students in class by online for free. Google Classroom can help students to learn such as narrative texts, to improve their knowledge and skill. So,

Google classroom is one of technology which is implemented in the pandemic situation and the teacher should develop it.

Narrative text is suitable with syllabus and 2013 curriculum at SMK Muhammadiyah Kradenan. Narrative text is a text which has structure and the purpose to entertain the readers. According to Djatmika and Wulandari (2013), narrative text itself has some textures, which is preposition, conjunction, adverb, adverbial phrases, adverb of time, noun phrase, tenses (past tense and past perfect tense), and also direct and indirect speech. In the other hand, In vocational school, students should study or increase their reading comprehension starts from now because reading comprehension is important aspect for students to increase their knowledge, vocabulary, and students also improve their writing skill, reading many books can help students learn how to write very well and who know students can become the biggest author. Through reading activities students can grow their mental, emotional, and psychology. When students read texts or books, they can learn new things and explore their new ideas. Then, reading comprehension can increase students' vocabulary. When the students are reading books like novels, newspaper, magazines, posters and other educative materials students can write new words that they find and they can learn it. So, it will help them to learn new things and also enhance their vocabulary.

Based on the pre-observation that had been done at SMK Muhammadiyah Kradenan, students had problem with their English. The first problem was they were low motivation to read a text. Moreover, reading was an activity that students dislike.

Because there were some students felt difficult to spell or pronounce the words. So, they were felt bored and did not interest in reading activity. The second problem I found that the students had difficulties when the students were asked to get some interesting messages from their reading text. Some students could read and pronounce the words well but they could not comprehend the text well, such as the students could not understand how to find the main idea, topic sentence, and some vocabularies which have similar meaning or opposite meaning. So, based on the reason I use narrative texts for help them to increase reading comprehension by online learning using Google Classroom. Moreover, Covid-19 pandemic conditions which is increasing day by day make students must learning from home until now, so that students are not infected with the virus. According to the government recommendations that learning from home or online learning conducted to break the chain of distribution of Covid-19 and decrease the spread of the covid-19 virus. It makes the students cannot go to school and learn face to face.

Based on the problem and pre observation above, I choose the topic about The Effect of Google Classroom on Students' Reading Comprehension in Narrative Text and Their Learning Motivation (Pre Experimental Study at SMK Muhammadiyah Kradenan). Here, the teacher teach online through Google Classroom to teach Narrative text and to know how the effect of Google Classroom when the students learn and use it. So, the students still can learn from home and without face to face.

1.2 Research Questions

The questions of the problem that will be discussed in this study are:

- 1) How is the effect of Google Classroom on Students' Reading Comprehension of Narrative Text?
- 2) How is the students' motivation in learning online reading narrative text through Google Classroom?

1.3 Research Objectives

Based on the problem of the research above, I can conclude the objectives in this research are:

- 1) To explain the effect of Google Classroom on students' reading comprehension of narrative text.
- 2) To describe the students' motivation in learning online of reading comprehension narrative text through Google Classroom.

1.4 Significances of The Research

The significance of the research has several benefits.

1. Theoretically significance
 - a. The result of this research is expected to give a contribution about theory of students' reading comprehension and their learning motivation of narrative text through Google Classroom. So, it can be the reference for other studies.
 - b. The research can give the information about aspects of students' reading comprehension and their learning motivation of narrative text through Google Classroom in English teaching and learning process.

- c. The result of this research can give the information, principally on the issue of how the effect of Google Classroom on students' reading comprehension in narrative text and their learning motivation.

2. Practical Significance

- a. The result of this research can improve knowledge about of students' reading comprehension in narrative text and their learning motivation through Google Classroom.
- b. The result of this research will give the teacher to know how the effect of Google Classroom on students' reading comprehension in narrative text and their learning motivation during the learning process.
- c. The result of this research can be used as a reference and will be beneficial to plan and conduct an enhanced learning situation or other studies, especially study about the effect of Google Classroom on students' reading comprehension in narrative text and their learning motivation during the learning process.

1.5 Scope of The Study

The scopes of the study are limited to the subject and object investigated:

1. Subject

The subject of this study is the students of the tenth grade of the accounting program at SMK Muhammadiyah Kradenan.

2. Object

The object of this study is the effect of Google Classroom on students' reading comprehension in narrative text and their learning motivation (Pre Experimental Study at SMK Muhammadiyah Kradenan).

1.6 Definition of Key Term

1. Google Classroom

Google classroom as an application in which it enables virtual classroom (Aiboy 2015).

2. Reading Comprehension

Reading comprehension is “the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency” (Klingner 2007).

3. Narrative Text

Narrative text is a text which relates a series of logical, and chronologically related events that are caused or experienced by factors (Rebecca 2010).

4. Motivation

Motivation is an encouragement from our self which awakens us to act and engage in certain activities (Elliot 2000).

5. Learning Motivation

Motivation to learn is a force that encourages students who lead the activity as a whole in providing direction about learning activities. (Winkel 2003).

1.7 Outline of Study

This research consists of five parts.

Chapter one is introduction which contains background of the study, reason for choosing topic, statement of the problem, the objective of the study, significance of the study, the scope of the study, definition of key terminologies and the outline of the study.

Chapter two is review the related literature contains the meaning of definition of E-learning, E-learning delivery method, online learning, definition of Google Classroom, how Google Classroom's work, the features of Google Classroom, the benefits and limitations of Google Classroom, definition of reading, reading comprehension, types of reading, definition of narrative text, genre and motivation.

Chapter three is research methodology. It consists of research design, subject of the study, method and instrument of data collection, data analysis and research procedure.

Chapter four is research finding and discussion. The research findings the effect of Google Classroom on Students' Reading Comprehension in narrative text and their learning motivation (Pre-Experimental study at *SMK Muhammadiyah Kradenan*).

Chapter five depicts conclusion and suggestion of the research.

