

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

This research focuses on validating whether or not *Google Classroom* can improve students' reading comprehension. In this case, the previous studies highlighted are discussed to find research gap and the novelty of the present research. The researcher has summarized four relevant conducted by Shaharane et.al (2016), Utami (2019), Iftakhar (2016), and Nugroho (2021). Further discussion can be seen below:

Shaharane et.al (2016) did a research about the effectiveness of *Google Classroom's* active learning activities for data mining subject under the decision sciences programs. The Technology Acceptance Model (TAM) has been employed to measure the effectiveness of the learning activities. The target populations for this research were students who enrolled in data mining subject where the class was taught in a computer lab. The results indicated that the majority of students felt satisfy with *Google Classroom's* tools that were introduced in the class. Results of data analysis showed that all ratios are above averages. In particular, comparative performance is good in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery and students satisfaction towards *Google Classroom's* learning activities.

Utami (2019), this study aims to see student responses to learning using *Google Classroom* in the Mathematics Learning Psychology course. The results showed that learning *Google Classroom* gets good response from students, so that it can be used for learning in the Mathematics Learning Psychology course or in other courses.

Iftakhar (2016), this research about what and how Google Classes is working. The purpose of this study is to report the overall appearance of *Google Classroom* from various classes. This research presents short features of Google Class. The research question is a) What factors influence teachers using *Google Classroom*? b) How do teachers use *Google Classroom* in their teaching? c) What are the barriers to using *Google Classroom*? D) What are students responses to *Google Classroom*? The results show that from the teacher's point of view, they agree that *Google Classroom* is very useful. From students point of view, some said that *Google Classroom* also helped, while others stated that they were afraid and were taught when using *Google Classroom*.

Nugroho (2021) The study to investigate how Question-Answer Relationships (QAR) through *Google Classroom* (GC) develop the vocational school students reading skills and expose the benefits of its implementation. QAR through GC was expected to fulfill the students need, especially improving their reading skill. The data were collected by test, observation, interview, and questionnaire. The subjects of the study are the tenth graders of one state and three private vocational schools in Yogyakarta. The study employed classroom action research (CAR) consisted of two cycles including four steps: planning, acting, observing and reflecting. learning reading.

The four studies above have similarities and differences about their research. The similarity of the three is about the object of research, the third research object is online learning using *Google Classroom*. However, the focus they do is different. The first research focuses on seeing the effectiveness of *Google Classroom* as a medium for student learning. Segregate the second research which focuses on the perceptions of users of *Google Classroom*, namely teachers and students. The third research focuses on examining the object, namely how *Google Classroom* works as an online learning medium for students and teachers.

Researchers here are trying to conduct research on the effectiveness of *Google Classroom* as a student learning medium. So that research from Shaharane et.al (2016) can be used as a reference and comparison of the research results obtained. Meanwhile, other research is used to support the theory of *Google Classroom* and others. Therefore, this research is expected to further develop and innovate from the research results of Shaharane et.al (2016).

2.2 Theoretical Framework

2.2.1 Concept of Reading

As we know reading is one of the English skills besides speaking, listening and writing. This is a way to understand written messages. Based on Patel and Jain (2008: 113 – 114) states as follows:

“Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture”.

Nuttal (2000:2) state that, reading means the result of the interaction between the mind of the writer and the mind of the reader itself in order to convey the message. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meaning intended by the author, the reader can catch the message, and the meaning of the author's meaning.

according to Pang (2003:6) reading is described as understanding written texts. He said that reading includes two processes, there are, word recognition and understanding. Word recognition is defined as the process to knowing how written symbols correspond to one's spoken language while understanding means the process of producing the meaning of words, sentences, and connected texts. He added that readers who have background knowledge such

as vocabulary, grammar knowledge, experience using texts and other strategies can help them understand written texts.

From the explanation above, reading can be defined as the instant recognition of various written symbols with existing knowledge and can also be defined as understanding the information or ideas that are communicated. That is, when a reader interacts with printed messages, he tries to get written information to get meaning in understanding the message or text from the author. It can also be said that reading is not only a process of obtaining written symbols that are in accordance with one's spoken language, but also the process of making meanings of words, sentences from connecting texts which can be called understanding.

2.2.2 Concept of Teaching Reading

Teaching reading is a way of transferring knowledge from teachers to students by using certain techniques, strategies and materials to master reading itself. Reading is one way to make students understand in the teaching and learning process.

According to Harmer (2007) teaching is the activity to check the progress of students and identify factors that help them to improve in learning. Some students may feel difficult and stressful at times, but effective teaching can be done enjoyably. Based on this explanation, it is concluded that teaching activities and classroom management can help students to achieve learning goals. Harmer (1998:68) states that teaching reading can be conducted in an enjoyable environment with the purpose of giving English to students to understand.

In teaching reading, the teacher's responsibility is to help students achieve these goals by motivating reading by selecting or creating appropriate texts, to design useful and understandable reading assignments, to prepare effective classroom procedures, to encourage critical reading, and to create a supportive environment for practicing reading. So teacher need to decide what the purpose of reading is whether reading makes pleasure or gains

understanding. If the purpose of reading is performed for pleasure, the topic of the reading text can be free. And if the purpose of reading the text to be done is to understand the passage, so the topic of the reading text must be prepared before the teacher teaches the reading class.

2.2.3 Principles of Teaching Reading

In teaching English, the teacher as the center and facilitator for students in the classroom needs to prepare several teaching strategies and principles to teach students so that they can understand well and correctly what the teacher will teach in the classroom.

According to Harmer (2007:201 – 202) the principles of reading: (1) the teacher encourages students to read as often and as much as possible, (2) students need to be involved with what they read, (3) the teacher encourages students to respond to the content of the text and explore their feelings about it, not just concentrate on its construction, (4) predict are the main factors in reading, (5) teachers must match assignments with topics when using intensive reading texts, (6) good teachers make full use of reading texts.

Teachers can choose one or two principles as appropriate with student needs because the right principle affects student achievement. From the above principle the researcher uses and maximizes the fifth principle, namely the teacher must match the task with the topic when using intensive reading texts.

2.2.4 Teaching Procedure text

Procedure text is text that explains or helps us how to make or use something. Its social function is to describe how something is actually done through a sequence of steps. The communicative purpose of this text is to describe how something is made through a sequence of actions or steps. according to Anderson (1997: 50) means that a piece of text that gives us instructions for doing something. Bachtiar (2010:398) stated that procedure text tells how to make something through a sequence of actions or steps. It usually uses imperative sentences such as cut place,

use, etc. The purpose of this type of procedure text is to explain and provide sequential information or directions on how something can be done such as directions, recipes, instruction manuals, and itinerary. so that people can successfully carry out activities in a safe, efficient and appropriate manner.

There are three generic structures in procedure text. The first is the goal or purpose. The second is materials or tools. The third and last is the step or method. To know the text that we read is a procedure or not very simple. You can read the title. If the title begins with how to make or how to use it can be ascertained that the text is procedure text.

Procedure text has some characteristics on it. Anderson state that procedure texts can be recognized based on some language features below:

- a. The use of technical language
- b. Sentences that begin with verbs and are stated as commands, for example the usage of word “open” in the sentence; open the project or compartment using the screw driver!
- c. The use of time words or numbers that tell the order for doing the procedure. Time words is also called sequencers for example first, second, then, after that, the next step is, next, and finally
- d. The use of adverbs to tell how the action should be done. Adverbs of manner are frequently used. For example; Next, gently press the stop button to stop the washing machine!

2.2.5 English Teaching Instructional Media

According to (Sadiman et al, 2002), Media are anything used to send messages, from the senders to the receivers, so they can be aroused the learner’s thought, feeling and interest in learning. Scanian states that instructional media encompasses all the materials and physical means an instructor and teacher might use to implement instruction and facilitate learners’ achievement of instructional objectives.

As written by Annita Muslimah, based on Williams (2018), the role of media in the classroom means; attract a variety of learning styles, create authentic learning experiences, strengthen critical thinking skills, teach students to use media. Meanwhile, Tileston (2003) states that the media can have an impact on the modalities of learners, the management of motivational attitudes, the achievement of higher levels of thinking, and application in the real world. Using this, I can conclude that the media is very crucial in the learning process. Media makes it easier for teachers and students to access information, and vice versa makes the learning process interesting and fun. The challenges in using the media according to Perez (2015) is the way to apply media efficiently, understand how it works, and how to integrate media in gaining knowledge of. as well as using media in the study room to make students aware of the present day changes in digital communication. Through the media students not only learn to access the material, obtain information, but students can also assess and be wise in using the media for learning.

to the communicant. From this understanding, it can be said that the media is a channeling of messages from sender to receiver as a subject and the message is expected to stimulate thoughts, feelings, attention and interests of students so that the learning process can take place as expected. The learning process is a communication process and takes place in a system, so the learning media occupies an important position as a component of the learning system. Without the media, communication will not occur and the learning process as a communication process will not be able to take place optimally.

Statement from experts' can be concluded that learning media could be very essential in helping the learning process in the school room. The popularity of the material introduced via the instructor to college students is prompted by what learning media the teacher uses. The use of media for a teacher in teaching english should have as many skills and resources as possible in the classroom to make students have a higher level of innate knowledge so that they become

skilled and competent in doing learning. One of the effective sources in the learning process is using the media. Media commonly used in the teaching and learning process means textbooks, pictures and videos. As for other additional media such as whiteboards, projectors, and so on. many kinds of learning media based on experts who are used in the teaching and learning process starting from the simplest or the cheapest, the most complex or modern, to the most expensive ones that require electricity.

Generally, there are five categories of instructional media as cited in Depdiknas (2005). Those are:

- a. Visual: pictures, sketches, illustrations, patterns, diagrams, photos, films, charts, graphs, paintings, comics, cartoons, caricatures, maps, globe, trip brochures, advertisements, etc.
- b. Audio (music, words, sounds, and sound effects): recordings, tape, radio, stories, poems and drama, a set of music.
- c. Audio-visual: television, puppets, role play, excursion, natural phenomenon, LCD, computers, etc.
- d. Tactile: specimen, exhibits, model, sculptured figure, live and stuffed animals, experiments, toys, puppet show, etc
- e. Virtual: internet, website, e-mail, audio-video streaming, chatting, messaging, audio-video conferencing, e-newsgroups, cyber news, etc

Media is very useful in learning English. Teachers, instructors, and students are assisted by using media to achieve learning objectives so that students can easily understand the material.

Teachers must apply media in teaching and learning activities for the following reasons:

- a. Learning media can overcome short comings learner experience. Students have differences backgrounds such as family, community, social life economy, etc. Students living in

different places regions will have a different experience because of them have a different environment, society, social economy, etc.

- b. Learning media can reach everything from class. There are so many things around students who cannot be reached alone, such as: bacteria, viruses, etc. To know and see those little things, we have to use the microscope as media. We use images to present things that are should not be brought into class such as: market, station, port.
- c. Learning media is made in a way that may be direct interactions between students and them living environment.
- d. The media produced several observations. That Student observations can be directed to important things based on the teacher's goals.

2.2.6 E-learning

E-learning is the use of learning media using the internet, to seek solutions that can increase knowledge and skills. Each learning method must contain the formulation of learning materials, implementation of learning, and management of activities by taking into account the factors of learning objectives, learning constraints, characteristics of students, as a result of effectiveness, efficiency, and attractiveness of learning (Miarso, 2004).

For centuries, educators have provided distance education to students (McVay & Rocker, 2007). The advent of the Internet turned distance education into e-Learning, online learning, or distance education delivered via web-based systems. William Horton provides a concise working definition of e-learning : “E-learning is the use of information and computer technologies to create learning experiences” (Horton, 2006).

McVay and Roecker (2007) elaborate on this definition with the following addition, “E-learning is facilitated and supported through the use of information and communication technology, e-learning can cover a spectrum of activities from supported learning, to blended

learning (the combination of traditional and e-learning practices), to learning that is entirely online” Learning is the critical element and objective regardless of the technology used.

According to Agarwal & Pandey (2012), e-learning focuses on the use of technology in learning and education. E-learning refers to the use of information and communication technology within the mastering method which includes electronic media. According to Guri-Rosenblit (2005) “E-learning is the use of electronic media for a variety of learning purposes that range from add-on functions in conventional classrooms to full substitution for the face-to-face meetings by online encounters”. In other words, E-learning is an educational system or concept that utilizes information technology in the teaching and learning process.

According to Rashty (1999), which was followed by Dewi Salma Prawiradilaga, there are several e-learning methods, which are as follows:

1. **Additional Models.** This model can be said as a process traditional learning. This means that traditional learning is supported by an online delivery system as an enrichment. The existence of an online delivery system is an addition.
2. **Mixed / Blended Model.** The Blended Model places online delivery as an inseparable part of the total learning process. This means that both face-to-face and online learning processes form a complete unit.
3. **Fully Online Model.** In this model all interactions occur and the delivery of learning materials online.

2.2.7 Google Classroom

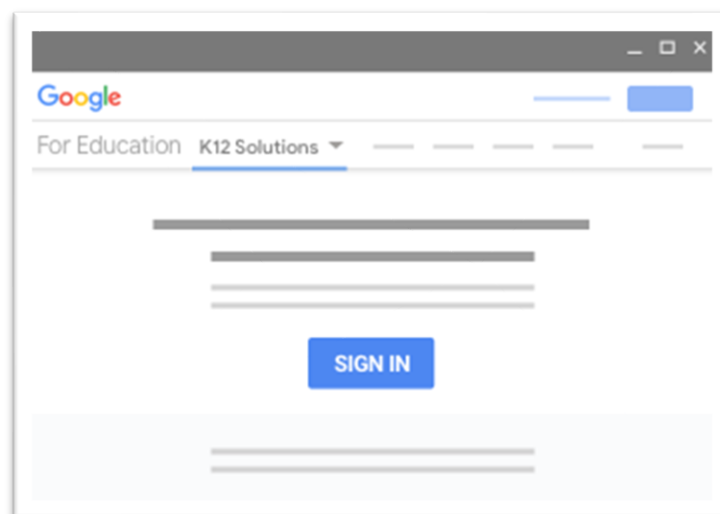
Google Classroom means one of the educational features provided by Google Apps for Education (GAFE) which was released to the public on August 12, 2014. *Google Classroom* is said to be one of Google's best web features to enhance the performance of teachers and

students in teaching and learning activities. Iftakhar (2016) explains that *Google Classroom* means the best feature provided by the Google platform that can be used by scholars to get information about class material using multiple stored uses. It is accessible to everyone on their smartphones, tablets, laptops and personal computers. This feature is available for every electronics with Google software for education, free installation of productivity tools, including Gmail, Drive, and Docs.

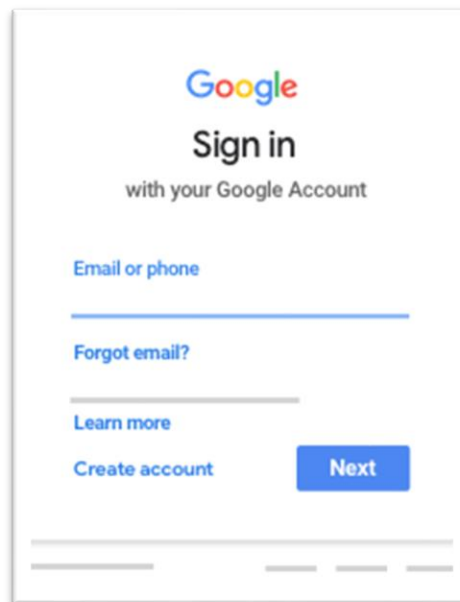
Google Classroom is an interesting innovation from Google For Education because it is a product created to assist teachers and students in carrying out teaching and learning activities. So that makes *Google Classroom* as a medium in implementing learning because it can be used by students to study outside of learning time which is not limited by space and time (Pradana, 2017).

Google Classroom may still be unfamiliar for some people. Therefore, the procedure of here is a guide line how to use *Google Classroom* properly for better understanding, you can follow the guideline bellow:

1. Login using classroom.google.com and log in using Google Apps for Education account with institution e-mail address.

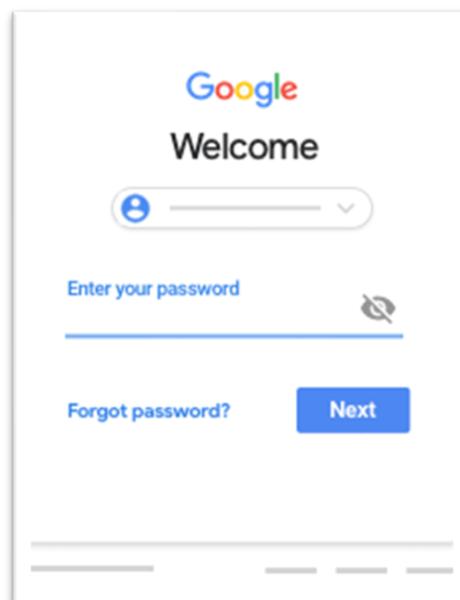


2. Enter the email address for your Classroom account and click Next



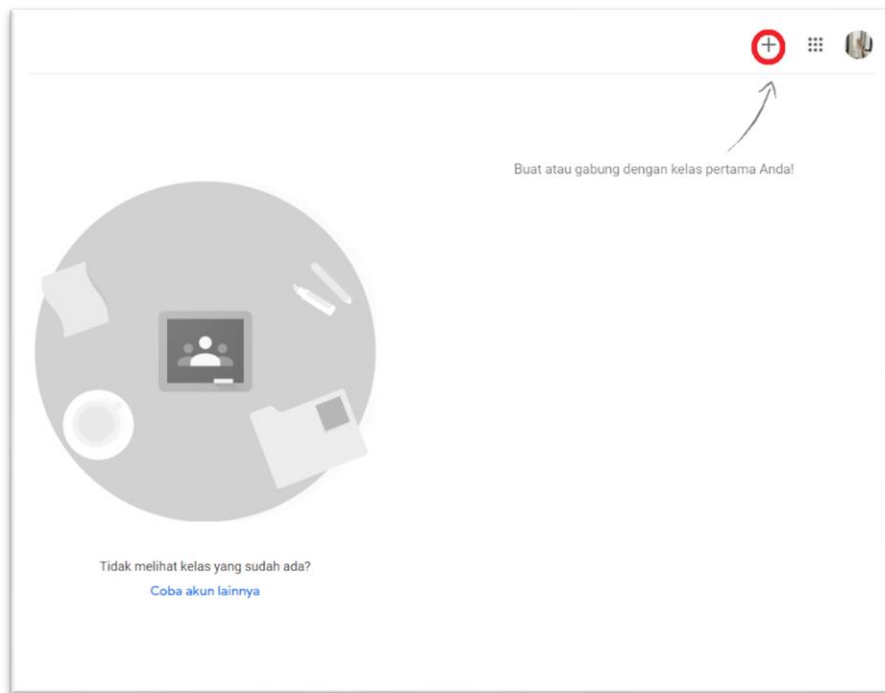
The image shows the Google sign-in interface. At the top is the Google logo, followed by the text "Sign in with your Google Account". Below this is a text input field labeled "Email or phone". Underneath the input field are three links: "Forgot email?", "Learn more", and "Create account". To the right of the "Create account" link is a blue button labeled "Next". At the bottom of the screen, there are three horizontal lines representing a mobile keyboard.

3. Enter your password and click Next.

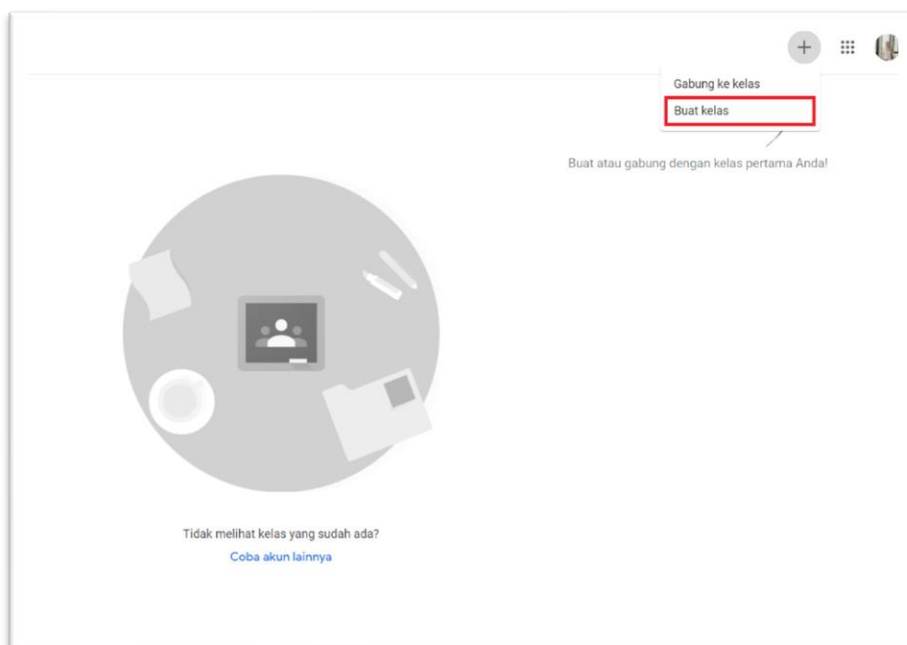


The image shows the Google welcome screen. At the top is the Google logo, followed by the text "Welcome". Below this is a dropdown menu with a blue plus icon on the left and a downward arrow on the right. Underneath the dropdown is a text input field labeled "Enter your password" with a password visibility icon (an eye with a slash) to its right. Below the input field are two links: "Forgot password?" and a blue button labeled "Next". At the bottom of the screen, there are three horizontal lines representing a mobile keyboard.


4. To create the very first class, click on the “+” button next to the e-mail address.



5. “Create class” will appear and then press on it.



6. After that, add a class name.



The image shows a screenshot of the 'Buat kelas' (Create class) form in Google Classroom. The form is titled 'Buat kelas' and contains four input fields: 'Nama kelas (wajib)' (Class name, required), 'Bagian' (Section), 'Mata pelajaran' (Subject), and 'Ruang' (Room). At the bottom right, there are two buttons: 'Batal' (Cancel) and 'Buat' (Create), with the 'Buat' button highlighted by a red box.

7. Teacher can add the details about the class, such as, description and instructions for students in the “about” tab, and also Google Drive folder for classroom materials and can attach outline course and lesson plan.
8. Finally, the class is ready and students can freely join if they have institutional Google accounts and they should find class code in the “stream” tab

Google Classroom is very easy to use. All the features available integrated and correlated with each other. from *Google Classroom*, teachers can send assignments to all students at the same time (Iftakhar, 2016). teachers make it easy to store all archives in Google Drive. by using this tool they can give rating and level, attach any pdf, photo, video, sound, note, document or link for instructional purpose, so teachers can easily use this *Google Classroom* application as a means of teaching English.