CHAPTER 1

INTRODUCTION

This chapter presents: (1) background of the study, (2) problems of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background of Study

Entering 2020, the world was shocked by a virus outbreak that was firstly identified in Wuhan, South China named COVID-19. Since the COVID-19 spread increasingly, the World Health Organization (WHO) clearly states this is a global pandemic. The health system in many affected countries, including Indonesia. In addition to the health problems, many other cases have been affected by the spread of this global pandemic, especially in the education sector. In this current situation, there is a change in the education system where educational institutions such as schools, colleges, and universities have started implementing online learning (Dhawan, 2020). The change that occurs is a form of instruction from the government as an urgent need, where the spread of the virus requires social distancing which results in the closure of the educational institutions. However, the education system must continue to run to achieve the learning objectives but the design must be following the COVID-19 prevention protocol.

Adapt to this current situation, the Indonesian Minister of Education and Culture, Nadiem Makarim, declared there are no longer offline learning activities so that students and teachers were forced to learn from

home through online learning. This method is considered as an alternative to the learning process that is more flexible, affordable, accessible, and practical. Online learning is also known as "e-learning" in general with computer-based learning and distance learning. With online learning, people can get free access to learn anything and it can be done anytime and everywhere. In addition, Allen and Seaman (2007), online learning is a form of collaboration between technology and the internet where eighty percent of learning material is delivered online including face-to-face interaction to develop the quality of learning.

In the implementation of online learning, there is a media that serves as a facility for the teaching and learning process called Learning Management System (LMS). According to Sibuea (2018), LMS is software designed to create, distribute, and manage the delivery of learning material. In addition, with technological developments in the 21st century, there are many available LMS options such as Canva, Schoology, and many others. One of the most popular LMS to facilitate online learning is Google Classroom. Google Classroom is part of Google Apps' priority in education which launched in 2014. This application is intended for teachers and students in online learning collaboration (Zang, 2016).

Before conducting further research, the researcher sought information by conducting short interviews with the english teacher at SMA Muhammadiyah 1 Palembang. The results showed that before the pandemic the learning process was carried out offline where students and teachers had

to meet face-to-face in the classroom and deliver assignments submitted in paper form. Since the COVID-19 pandemic, the system turned completely online and the school considers choosing Google Classroom as a platform to support the learning process. Google Classroom was chosen because it offers the benefits in its use. Google Classroom is a learning application that provides many useful features that can help teachers and students to communicate easily and can be used to prepare and manage classwork, reduce the cost of the use of stationery and other materials more affordable (Sukmawati and Nensia, 2019). The existence of a Learning Management System (LMS) such as Google Classroom is expecting to improve the quality of education better.

The importance of good reading skills greatly affects students' understanding of reading activities. Besides being able to obtain a lot of useful information and insights, reading can also foster students' creativity. Reading is the communication process to interact the reader and writer by using the symbol of sounds in the written words. According to Patel and Jain (2008), reading means to understand the meaning of printes word i.e. written symbols. In the same opinion, Pang et al. (2003), defined that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Both of the two experts have the similar idea in defining reading. Based on their opinion, it can be said that reading comprehension is how the reader understand the writer's idea in the written form or printed media. However, in order to understand reading

comprehension, students have to force themselves to learn because reading comprehension skills demand a large amount of effort and motivation (Stipek, 2000). If the learning process does not reach the maximum level, the learning outcomes will not be satisfactory.

Several previous studies have been conducted to investigate the use of Google Classroom in learning reading comprehension. The research was conducted by Dewi et al. (2020), this study aimed to apply Google Classroom in improving students' reading comprehension. Next research conducted by Ari et al. (2021), this study aimed to describe students' motivation in online narrative text learning on students' reading comprehension through Google Classroom. Susanti et al. (2021), this study investigated the advantages and disadvantages as well as the effectiveness of using Google Classroom in improving students' reading comprehension. The last research was conducted by Nurbaidah (2021), this study focused on explaining students' motivation in learning reading comprehension using Google Classroom. The results of all previous studies got a positive responses which showed how effective this application is in increasing student motivation by applying Google Classroom in learning reading comprehension.

Based on the explanation of the background above, the researcher is interested to get more infromation by doing research with the tiitle "Students' perceptions on the use of Google Classroom in learning reading comprehension during COVID-19 Pandemic at SMA Muhammadiyah 1 Palembang".

1.2 Research Problems

Based on the explanation above, the problems of the research is "What were the students' perceptions on the use Google Classroom in learning reading comprehension at SMA Muhammadiyah 1 Palembang?"

1.3 Objectives of the Study

According to the problem above, the objectives of the study is to find out the student's perceptions on the use of Google Classroom in learning reading comprehension at SMA Muhammadiyah 1 Palembang.

1.4 Significance of the Study

The significances of the study, such as:

1. For English Teacher

   The results of this study are student perceptions, which are expected to be input for teachers in using Google Classroom as a platform that facilitates online learning. So that, the learning process can be improved. Furthermore, the teacher can find out whether or not the use of Google Classroom is effective in learning reading comprehension.

2. For Student

   From the result of this research, students are expected to increase their self-motivation in learning reading comprehension by

adjusting the form of online learning because they provide feedback on the use of Google Classroom in facilitating learning reading comprehension during the COVID-19 pandemic.

3. Other Researcher

The results of this study can be used as a reference source in writing research related to the effectiveness of Google Classroom in learning reading comprehension.

4. For Researcher

The results of this study can be reference for researcher in understanding conditions and improving students' abiltiy to use Google Classroom in learning reading comprehension