CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) review of literature; reading comprehension, Google Classroom, perceptions, and previous related studies.

2.1 Reading Comprehension

There are several ideas about the definition of reading in general. Patel and Jain (2008), states that reading means to understand the meaning of printed words i.e written symbols. It can be said that reading is how the reader understand the writer's idea in the written form or printed media. Supported by (Pang et al., 2003), Reading is a complex activity that involves both perception and thought. Reading involves not only understanding ideas, but also recognizing the relationships and structures among ideas. Reffering to the expert opinion above, we can conclude that reading is a process of constructing meaning through the interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the situation.

There are some factors can influencing the reading comprehension, namely external and internal factors (Dallman, 1982, as cited in Afida 2008).

    1. External factors

       a) Material difficulties

       b) Intelligence

       c) Environment

d) Teachers' method

2. Internal Factors

a) Motivation, as the important factors of learners in reading comprehension.

b) Self-esteem, has important role in developing reading comprehension. That's where the human personality is active, very self-confident.

c) Self-actualization, students have a feeling to be creative and improve their reading skills to be the best.

2.2 Google Classroom

Google Classroom as learning management systems that exists in 2014 (Luckerson, 2015). It is puposefully design to assist the online learning process where teachers and students can still have interactive learning environment. According to Harjanto & Sumarni (2019), Google Classroom prvides the teahers with selections of features that can be very beneficial. Teachers can post materials that can be in form of pictures, links, videos, attach files, create classes, invote students, assign studnts, conduct quizzes, and manage their scores or grades.

Mafa (2008), stated that there are several features that can be used through the Google Classroom in facilitating online classes. First, teachers can create classes, then simply create materials and post them to Google Classroom, where students can access Google Classroom remotely at any

time. In addition, teachers can also assign assignments to students who have automatic deadlines. Teachers will be able to monitor students accurately. There are also features such as announcements, upcoming assignments, and feedback that can be used to maximize the learning process. Second, Google Classroom is flexible. Both teachers and students can access the platform from anywhere and from any gadget that only requires one gmail account. Third, provide a sense of security and comfort. To enter a class in Google Classroom, students must enter the class code provided by the teacher via the invitation email. Therefore, outsiders will not be able to access the class. Lastly, it promotes collaboration through a discussion board feature that allows students to interact with each other and share their opinions on a particular topic.

2.2.1 The Features of Google Classroom

According to Sholah (2020), there are several features available for teaching and learning English through the Google Classroom.

1. The feature to arrange a schedule for materials or tasks that will be given

   So, although the teacher doesn't upload the materials on time, the materials will be uploaded automatically by the machine based on the arranged schedule. So, it saves the teacher's time.

2. Google Classroom keeps class organized

All tasks and materials, as well as the participants or students, are well organized in the system. The view and access are systematic. The system is design especially for learners. There is a well-organized place for materials, tasks, where students should upload the materials and the scores. So, this is effective for either teacher or students to learn autonomously.

3. The free facility that supported the users are very beneficial

In the Google Classroom there are the suite of productivity tools including Gmail, Drive and Docs. Students are obliged to submit their work to be graded by their teachers online within the deadlines. When students submit their assignments, they can get the grade through the system.

4. Google Classroom is able to manage the creation and collection of assignment.

Google Classroom help the teacher delivering assignments. Here. Teachers and students can upload the file. Then, the files are organized well.

5. Google classroom is flexible in use

Google Classroom can be used anywhere and anytime since it can be used on the mobile phone. User can access when they are at home,

even on the way because mobile phone facilities them to operate this tool.

6. The notification feature

This application will give notification by email to the students. Also, there is a notification in Google Classroom. Besides the notification of the due date, also the notification of the score is there.

In another research, Fitriningtiyas et al. (2019), mentioned some features available on Google Classroom, as followed:

1. Single View for Student Assignments

Google Classroom provides a page to view all student work in the class. With these features, both teachers and students can see the status of each assignment and using filters to find any assignments, missing assignments, or assignments that have been graded and returned.

2. Class Arrangement

Teachers can arrange classes based on daily schedules or priority workload.

3. Decimal Grading

This feature helps teachers assess, for example, when giving assessments using decimals that require high accuracy.

4. Transfer of Class Ownership

Through Google Classroom, from one teacher to another teachers can easily transfer ownership of the Google Classroom class and there is no need to create a new class. With this feature, new class owners can get complete access to view student work through Google Drive.

5. New Class Integration

With this feature, teachers can easily integrate various other Applications (Quizizz, Edcite, and Code.org) based on what they want.

6. Code Display Class

Teachers get access to display their class code on the screen so students can join the class.

7. Import the Google Form Quiz Score to Class

In the teaching-learning process, the teacher sometimes using quizzes via Google Forms to see and assess how far students understand the topic material. In this feature, it is easier for teachers to import grades from the quiz directly into Google Classes.

8. Add a profile picture on the cellphone

This feature offers the users of Google Classroom to easily change their profile pictures through their cellphones whenever and wherever they want.

2.2.2 The Advantages on The Use of Google Classroom

According to Sudarsana et al. (2019), there are several benefits on the use of Google Classsroom in teaching-learning process, such as:

1. Teacher's Quality Improvement

    The teaching and learning process through Google Classroom will give another experience for the teachers. In consequence, the utilization of the technology has an impact on improving teachers' quality, especially in Indonesia.

2. Student Uses Internet Wisely

    Along with technology, people can access anything on the internet. Yet Google Classroom presents as a positive education-based application that useful and wisely to access.

3. Saving Time

    Google Classroom is an application that completes with setting up that very fast and easy to use. The teachers do need much time to distribute the assignment because the files will be delivered on time online.

4. Eco-Friendly

    Google Classroom is the part of education-based technology which means the implementation of this application makes teachers don't

need to give assignments or tests in the form of a sheet of paper. Thus in the learning process, it's paperless.

5. Facing the Distance of the Residence

    Google Classroom is one of the answers to support distance learning. The use of this application is very efficient and practical because teachers and students don't need face-to-face to attend the learning process. As long as teachers and students have good internet signals and media such as smartphones or laptops to support online learning.

6. Cooperation and Communication Improvement without Limit of Time

    When accessing this application there is no time limit, teachers and students still can connect whether it is in the morning, afternoon, or even night they still can discussing the topic of learning material based on the schedule given by the teacher.

7. Document Storage

    Google Classroom also provides another useful feature such as document storage. Thus don't have to feel worried if the teachers and students missing some files such as a document of assignment, attendance list, scores and learning material because it's automatically stored in LMS (Learning Management System).

2.2.3 The Disadvantages on The Use of Google Classroom

According to Octaberlina and Muslimin (2020), Google Classroom as an E-Learning has limitations on the use, including lack of technology and internet connectivity also physicals barriers. In order to load a Google Classroom page, it is important to have internet connectivity. This means that users must have a cellular connection every time they access Google Classroom, but the problem is that not everyone can buy cellular data because it is expensive and the impact is most of the students still use cellular data which is sometimes unstable. Another limitation of the use of Google Classroom is the physical problems that haunt the users, such as eye strain, etc. During the learning process, it might make either the students feel uncomfortable because the students have to face the computer screen during the lesson.

2.3 Perceptions

2.3.1 Definitions of Peceptions

According to Rogers (2017), perception has two different meanings by looking at it from different ways. First, perception is describing a visual experience by seeing, touching, tasting, hearing, and smelling (objects or individuals) in the surrounding environment. Second, the word Perception refers to the processes that allow us to extract information from energy patterns that affect the senses of our organs. Smith et al. (2004), perception is a condition in a person of how his mind

receives such information and then processes it by organizing and interpreting to get meaning from it to understand the environment.

From the definition above, Perception can be called the essence of communication because if our perceptions are inaccurate, we can't communicate effectively. It can be concluded that perception is our assumption after receiving stimuli from what our five senses perceive, these stimuli then develop into thoughts that make us have a view regarding a case or event that is happening.

2.3.2 The factors of perceptions

Perceptions is influenced based on three factors (Robbins & Judge, 2013, as cited in Selviani, 2021). The following are as follows:

1. Perceiver

   Perceiver explains that someone who interprets an object that is being or will be perceived from the point of view of their understanding of a certain thing. Human's perception divided into several parts that play a significant role, such as:

   a. Attitudes

      Attitude is an established way of thinking or feeling about someone or something. Attitudes are usually reflected in a person's behavior and attitudes are divided into three parts (cognitive, affective, and behavioral).

b. Motives

Motives is intention in taking action aimed at achieving something.

c. Interests

Interest is a form of curiosity that is felt and artistically sensitive about something or object of perception.

d. Experience

Experience is an event experienced in a person's life whose acceptance occurs based on the process of doing, seeing, and feeling something that will be perceived.

e. Expectations

Expecatations is the way perceivers expect about a certain thing.

2. The target

Target means as certain objects or things that are being interpreted. Individual perceptions are affected by seven factors when viewed from the target, namely: novelty, motion, sound, size, background, proximity, similarity.

3. The situation

The situation can be defined as the condition related to time, work setting, and social setting which influence human perception.

Based on the description above, some factors and indicators influence student perceptions that can be used in this study. Perceivers of

this research were students of 10th Olympiad IPS Class who used Google Classroom in learning reading comprehension. Hereafter, The target of perception in this research is the use of Google Classroom in learning reading comprehension during COVID-19 at SMA Muhammadiyah 1 Palembang.

2.4 Previous Related Studies

Several previous studies have been investigated related to the current research. The first study was conducted by Dewi et al. (2020). In this study was conducted to find out how students perceive using Google Classroom and the difficulties they experience, as well as to examine more deeply the influence given when using Google Classroom on improving students' reading comprehension. In this study, Google Classroom acts as a student partner tool that supports the learning process inside and outside the classroom and can increase student interest in learning. A total of 27 students as the research sample agreed if Google Classroom is an effective learning platform that can improve their reading comprehension. However, the obstacle that is often encountered is an unstable internet signal.

Furthermore, there are similarities in objectives with this research, such as in the use of the Google Classroom application in learning reading comprehension. Besides that, there are differences in the research design carried out by previous studies using mixed methods, where the current research will use qualitative methods.

The second study was conducted by Ari et al. (2021), aimed to describe students' motivation in online narrative text learning on students' reading comprehension through Google Classroom. The results from this research showed a positive response, a total of 24 respondents from class 10 of SMK Muhammadiyah Kradenan agree that Google Classroom is considered an effective tool to be applied in teaching reading comprehension texts and can increase student motivation. Furthermore, the similarities that exist in this study were both carried out during the COVID-19 pandemic. This pre-experimental research collects the data through pretest, posttest, and questionnaire, this is what distinguishes the research that will be carried out at this time where interview uses as a data collection technique.

Further research was conducted by Susanti et al. (2021). This study investigated the advantages and disadvantages as well as the effectiveness of using Google Classroom to improve students' reading comprehension at the Pontianak State Polytechnic PDD campus. The results of this study showed that Google Classroom offered many benefits, especially in improving reading comprehension. From this study, Google Classroom was indicated as an effective medium that offers many benefits but also has weaknesses. Furthermore, the similarity with this research is both use qualitative methods as research design. In collecting data, previous research used three techniques, namely observation, questionnaires, and documentation, but distinguishing it from the current research only uses interviews.

The last study was conducted by Nurbaidah (2021). The objectives of the research explain students' motivation in learning reading comprehension using Google Classroom. From this research, another positive response showed from the results of this questionnaire where 28 students strongly agree that Google Classroom is a very effective Learning Management System (LMS) and the students have high motivation in learning reading comprehension using Google Classroom. Furthermore, This research is the same as the research that will be conducted now, which uses qualitative methods. And the difference in the use of questionnaires as an instrument to collect data, where the current research uses interviews.

In addition, some of the studies mentioned above have similarities with current research, which uses Google Classroom as a platform to support learning reading comprehension. Although previous research was also carried out during the COVID-19 pandemic, the research was carried out in a different place. Therefore, the perception of students in this study could be very different from previous studies.