# CHAPTER I

# INTRODUCTION

## A. Background of the Research

The spread of Covid-19 has caused concern around the world, including in Indonesia. Since Covid-19 is a new virus, many people are unfamiliar with it and are uncertain how to deal with it. Since there is currently no treatment or vaccine for Covid-19, the entire world focus on avoiding it and raising positive patient (Culp, 2020). So, efforts to prevent the spread the virus by closing public business activities including closing schools have been done immediately. The closures of schools were valid for all levels from schools to universities and immediately followed by several neighboring countries such as Taiwan, Korea and Japan (Jung, Akhmetzhanov, Hayashi, Linton, Yang, Yuan, Kobayashi, Kinoshita, Nishiura, 2020).

However, at the same time, the educational process does not stop, but the Indonesian Ministry of Education makes every effort to continue it until the end of the school year in an efficient manner. This is based on notice from Minister of Education and Culture of the Republic of Indonesia's Circular No. 3 of 2020 on Corona Virus Disease Prevention (COVID-19) in the Education Unit, as well as the Secretary-General of the Minister of Education and Culture's Letter No. 35492 / A.A5 / HK / 2020 on Corona Virus Diffusion Prevention (Covid19) (Mendikbud, 2020). Besides, the respective Regional Governments that house Tertiary Education Institutions issue circulars and appeals. Therefore, the

teaching and learning process should also be done online. Recently, due to Covid-19 crisis, e-learning has fitted an urgent demand for education necessities in Indonesia (Lestiyanawati, 2020).

The presence of tecnology has been very important for the world of teaching as it brings meaningful instructional practices (Sumardi & Muamaroh, 2020). Technological and internet advancement revolutionized how learning settings are implemented and achieved. These innovations and improvements accommodate the quality of pedagogy. Kostolanyova & Nedbalova (2017) explained that the e-learning system has also emerged to facilitate the educational teaching process, particularly for communicative competence as the English learner's purposes. A research by Sumardi & Muamaroh (2020) shows that the use of technology is effective mode to mediate digital classroom in English learning because students can interact with teachers, classmates and subject matter effectively, both internally and externally as well as outside the classroom. Student involvement during digital learning is also better than face-to-face learning.

There are many available platforms that can be used by teachers. One of them that is widely used is Learning Management System (LMS) (Alvares in Basal, 2016). According to Osmani, et.al (2016), LMS is a software application allowing the teachers to design online learning. In short teachers are able to create, manage, and deliver e-learning, and assign students to have interaction and learning in an interactive environment. By using LMS, teachers are able to upload the materials and give activities using features in LMS. LMS also offers

many educational gains for the students and the teacher especially to improve their learning engagement and upgrade the interaction with the teacher (Alizadeh, 2019). Sayfouri cited in Alizedeh (2019) mentioned that LMS assists both teachers and students by eliminating time and space and provides them with teamwork and information exchange. Furthermore, it allows them to present various online resources and tools (Motteram cited in Alizadeh, 2019).

Organizing online teaching and learning process using LMS is quite challenging, especially in teaching reading comprehension during Covid-19 outbreak. There are still many problems in English class, especially reading class. A research by Rojabi (2021) states that many students do not get enough English learning; they have poor English skills, especially in reading comprehension. Students do not have enough vocabulary, and they do not have a good reading interest and appropriate learning methods. Most students only learn English in the classroom and need more time outside the classroom to study independently. Students feel bored in doing conventional tasks because they face long reading texts and difficult vocabularies, especially reading texts from TOEFL and IELTS. Students can read quickly but they are not able to understand the reading text well and are unable to retell the reading content in their own words. A study conducted by Chaubey and Bhattacharya (2015) points out that the role of LMS in teaching and learning pedagogy, access and flexibility, and cost-effectiveness can be an effective way in the teaching and learning process to achieve effective learning outcomes. Besides, the technology's roles in any educational environment have significantly altered the way EFL teaching and

learning are carried out (Wahyudin, 2018). Another study was carried out by Untari, Alaydrus, Ni'mah (2020) revealed that most of the students felt comfortable and enjoyed learning to read online materials on Schoology, they enhanced their vocabularies, and they also focused on evaluation during that semester.

There is several recent learning management system software (LMSs) such as Moodle, Edmodo, Google Classroom, and Blackboard. LMS software sets a framework through which learning content is being delivered and managed. The content of language learning will be managed by the instructor, and the instructors will provide each of the topics that will be discussed with the learners. The language learners can access the content of material given by the instructors everywhere and every time (Radde, Ehrlich, Polleti, Freitag, 2020).

One of popular LMS platform for education is Google Classroom. Google Classroom application has been accepted by the educational community to promote the e-learning process. It integrates technology into traditional classrooms. Google Classroom is very helpful and effective and presents newer challenges in continuing education in different ways for both teachers and learners. First, it is available to anyone around the world with tools and applications that make up a package called Google Apps for Education. The tools include Gmail, Drive, and Docs (Northey, Bucic, Chylinski, & Govind, 2015). Second, Google Classroom is known for its ease of use and for the ease of organizing work and saving time (Al Bashtawi & Al Bataineh, 2020). It can be accessed from laptops, PCs, and mobiles very easily. Finally, online learning

platforms such as Google Classroom provide flexibility in scheduling, eliminate travel expenses, and can reach out to anyone who has access to it.

To sum up, it is noteworthy that Google Classroom deserves to be examined by the researcher. So far, most of the studies have examined the students and teachers' attitudes toward using and accepting Google Classroom. To the best of the researcher's knowledge, this is the first study to investigate the use of Google Classroom on teaching reading comprehension at Senior High School in Indonesia. This study is theoretically based on theories of LMS and teaching reading comprehension. It employs LMS to measure the usefulness of Google Classroom in reading class.

## B. Problem Formulation

In line with the title of research, the research problems raised are stated as follows:

1. How is the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak?

2. What problems faced by the teacher and students in implementing Google Classroom in teaching reading comprehension?

3. What solutions taken by the teacher and students to solve the problems?

4. What are the strengths and weaknesses of Google Classroom in teaching reading comprehension?

**C. Research Objectives**

   The objectives of the study in conducting this research are as follows:

1. To describe the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak.

2. To describe the problems faced by the teacher and students in implementing Google Classroom in teaching reading comprehension.

3. To describe solutions taken by the teacher and students to solve the problems.

4. To describe the strengths and weaknesses of Google Classroom in teaching reading comprehension.

**D. The Importance of the Research**

1. For the Researcher

   Having finished the research, the researcher expects to get additional information about the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak. It is hoped that the researcher will gain better understanding about teaching learning activity, thus, the researcher can prepare herself to be more creative in teaching.

2. For the Teachers

The result of the study can be used as additional information dealing with the the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak. Furthermore, by knowing the result of the study, the teacher may maximize the strengths for teaching improvement and minimize the weaknesses for better teaching.

3. For the Stakeholder of the School

It can give a clear portrait of the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak. It will also enable the school to decide next policy or the right steps in developing the teachers and students teaching learning process.