

CHAPTER I

INTRODUCTION

This research is about the use of blended learning through Google Classroom application to improve the students' reading comprehension in Narrative Text (An experimental Research at eleventh grade of MA Darul Ulum Purwogondo in the academic year 2020/2021). This chapter is divided into four parts, they are background of the study, statement of the problem, objective of the study, and significance of the study.

1.1. Background of the Research

In this era, the technology expands faster, people in the world can upgrade any information easier and faster through internet facility. In recent years, the internet becomes one of the most powerful technologies for communication and information (Vacca, 2009:430). Moreover, Jati (2016:1) states that technology becomes the basic motive of the change in globalization era but it also happens in education environment. This reality forces the teachers to use internet facility and take the benefit from the internet as one of advanced technology in providing sources for students in learning English.

According to Rodrigues and Vethamani (2015:3), the technology development provide some opportunities for English teachers in doing online learning approaches to help students in learning process especially in English as a second language. Beside that, Sadikin (2016:2) states that the change of technology makes a long lasting innovation and new activity in learning English. One of those innovations is Web-based education or usually named as E-learning.

learning's existence is expectable to give a different color in the educational environment. Internet technology has a great influence on educational environments, especially in English learning so that the internet has a great role in the second or foreign language in learning process. In addition, Tinio et.al as cited in Rodrigues & Vethamani (2015:3) mention that the effect of the Internet and Communication Technology is able to create teaching and learning to be more interesting, interactive, meaningful and motivating.

A new style of combining online learning and face to face which is called as blended learning is applicable in learning process for any courses. Blended learning is considered as the impact of the advancement of technology. Thorne (2011:16) states that blended learning is the reasonable and common learning. The use blended learning gives a solution to adjust learning process and enhance individual needs. It integrates and innovates the advancement of technology by doing online learning and interaction by traditional learning.

The existence of blended learning which combines traditional and online learning tried to take benefits from the use of internet media. One of the internet media is Google Classroom application. Google Classroom application is considered as one of the best platforms out there for enhancing teachers' workflow in the learning process. It provides a set of powerful features that make it an ideal tool to use in learning process. Google Classroom application can help teachers save time, keep classes organized, and improve communication with students in the learning process. Google Classroom application is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive and Docs.'(2015). Google Classroom application is also help the teachers

manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other Apps. Google Classroom application allows teachers to spend more time with their students and less time on the paperwork, and it is now even better than other. Google's latest announcement brings new functionality to Google Classroom. It included in the new functionality that was ability to add more than one teacher, as well as to preparing for classes in advance as well. From all the explanation above, it can be concluded that Google Classroom application should be a good media in improving students' English skills especially in reading comprehension.

In English Subject, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent, therefore learners need to master all of the four skills. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language. Among the four skills, reading is considered the most crucial one. Reading is useful in leading students to get as much knowledge as they need to improve their ability in acquiring language. Carrillo in Dirham (2011: 2) states that reading is a combination of mechanics, understanding, retention, and use. Reading is something that must be done by all students who are studying language. Reading is considered as one of important skill, which has to be learn because it can influent the other language skills.

In short, the students' success depend on their ability in reading skill. If their reading comprehension was poor they are very likely to fail in their study or at least they will have difficulties in making progress. In addition, if they have a

good ability in reading, they will have a better chance to be success in their learning. But in fact, some of students do not master in reading comprehension especially in narrative text. Based on researcher's observation at the eleventh grade of MA Darul Ulum Purwogondo on October 5th 2019, the researcher found some problems that occurred during learning process, especially in reading comprehension. They are: (1) the teacher's strategy was boring because the teacher taught a subject in the text book and asked the students to read the text silently or loudly and the students had to translate it before answering the question that follow. In fact, the students were not interested in reading. (2) The students made noise and played with their friend when the teacher read the material because the teacher read too fast and the students did not understand the vocabularies or sentences that used by the teacher because the students' lack of vocabularies. (3) The students were not active during reading class, especially when reading narrative text, it can be seen when the teacher asked one of the students to read the text, the students just kept silent and pointed other students to read. It happened because the students were shy to read because they were afraid of pronouncing the words. If the students read the text and mispronounced the word, the other students laughed and it made the students felt reluctance because discouragement. So, it showed that 75 percent students were not interesting in reading class and 25 percent students were interesting in reading class.

It was a fact that the students had various kinds of reading skill problems. The factor came from the strategy that applied by the teacher which was a conventional one. The teaching activities only involved listening to the teacher's explanation, reading the text, making list of difficult words, translating the text

and answering questions which related to the text. The learning process only applied traditional approach or teacher-centered which made the students lazy to learn. The teacher only focused on how to teach the lesson until the end of the learning process, they did not think about the good way to teach their students.

To accomplish the problems that appeared in the classroom, the teacher should get students' interest in reading class especially in narrative text. The teacher should use different strategy or media of teaching reading. Based on *Kurikulum 13 (K13)*, the teacher has to create an active, innovative, creative, enjoyable learning because it will influence the achievement of the students in learning reading. The teacher should try to use an interesting strategy in order to motivate the students to become more active in learning process especially in reading. The reason of the researcher choose blended learning through Google Classroom (GC) Application is the students could feel interesting and they should not be passive learners because they are the centre in learning process. The researcher hopes that the use of blended learning through Google Classroom (GC) Application can motivate the students to study whenever and wherever they are.

Related to the explanations above, the researcher is interested in conducting a research entitled “*The Use of Blended Learning Through Google Classroom Application to Improve the Student's Reading Comprehension in Narrative Text (An Experimental Research at Eleventh Grade of MA Darul Ulum Purwogondo in the Academic Year 2020/2021)*”

1.2. Statement of the Problem

Based on the background above, the problem statement in this research is: How effective is using blended learning through Google Classroom application to improve students' reading comprehension in narrative text (An experimental research at eleventh grade of MA Darul Ulum Purwogondo in the academic year 2020/2021)?

1.3. Objective of the Research

Based on the statement of the problem above, the objectives of this study is to find out the effective of using blended learning through Google Classroom application to improve students' reading comprehension in narrative text (An experimental research at eleventh grade of MA Darul Ulum Purwogondo in the academic year 2020/2021)

1.4. Significance of the Research

1. Theoretically

The result of this research is expected to be useful for the teachers and students to give the alternative way to overcome their problem in teaching learning process especially in improving reading comprehension.

2. Practically

a. For the students

The use of Google Classroom application do not only deliver the material to the the students in learning process but students can also

get an enjoyable situation in learning process. In addition it will make the reading process easier.

b. For the teachers

Google Classroom application can be an alternative tool in teaching English, especially to teach reading. The teachers' creativity in creating fun and powerful learning through Google Classroom application can help students to improve their reading comprehension.

c. For other researchers.

The result of the study is expected that the data can be used as the literature for other researchers in conducting the research and it is hoped can open their mind in completing field research.

1.5. Thesis Organization

This research consists of five chapters. The first chapter presents background of the study, statements of the problem, objectives of the research, significance of the research and thesis organization. The second chapter is divided into three parts. First part is previous research which has relation to this research. The second part is theoretical review. Theoretical review of the research obtains the related literature which discusses about reading comprehension, Google Classroom application, and blended learning. The last part is conceptual framework. The third chapter describes the research method, which consists of research design, the population and sample, sampling technique, variable of the research, instrument, trying out the instrument, normality and homogeneity

testing, technique of collecting data and technique of analyzing data. The fourth chapter presents the analysis and the discussions of the research findings. Then the last chapter presents the conclusion of the research and suggestions based on the results from the research findings.

