CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In this era, students tend to use the internet to access some resources or to access online platforms in most of their activities especially in learning English. One of the online platforms is Google Classroom. According to Hakim (2016:2) Google Classroom is a program that allows for online classrooms.

Furthermore, Google classroom can be a used to distribute assignments, submite assignments and even grade submitted assignments. This platform can assist teachers and students in carrying out the learning process more deeply, because students and teachers are not constrained by time constraints or class hours, and can collect assignments, submit assignments, and even grade submitted assignments from home or anywhere. During the Covid-19 Pandemic, the use of the Google classroom platform was carried out as an online learning platform, especially in MAN 1 Medan.

With the Google classroom platform facility as a media for online learning in English subjects, it is hoped that learning will continue in accordance with the achievement of learning indicators. Even though online learning is carried out with the Google classroom platform, the teacher has their own way of teaching and managing the application so that it is not only a form of connecting to students, but how teachers can understand learning material even though it is not face to face.

English is a global language that is spoken in a large number of countries, including Indonesia. Because English is such a vital language for communication,

it is taught in Indonesian schools with the primary goal of fostering the development of four skills necessary for effective communication. English is not only taught in universities in Indonesia but also in high schools, junior high schools, and elementary schools. (Mardhiyah, 2015: 288).

In teaching and learning process of English as a foreign language in Indonesia, the students have to master all of English skill such as listening, speaking, writing and reading. These skills are important part in communication. Brown (2004:185) argues that, in all educational contexts, reading is arguably the most important ability for success. Carrel (1998:1) supports this assertion, stating that reading is the most crucial of four talents, particularly in foreign languages.

One of the most crucial components of learning a language is reading. Reading is a time-consuming and resource-intensive activity that demands a great deal of time and effort to master. Kenyon (2008: 5) pointed out that when you plan a reading course with learners, make sure you have time to talk about the text (paragraphs, stories, and writing). In fact, however, reading is a difficult language skill, especially for students who still have difficulty understanding the content of the text. In reading activity, the reader should understand the idea that delivered in the text. There are several kinds of text. One of them is narrative text. (Carter, 2005: 3) states that narrative story is a cultural product, which is very important to stimulate imagination.

A narrative text is a sort of text that chronologically connects events that are influenced or affected by many variables (Rebecca: 2003). She pointed out that the key to understanding narrative is the plot, themes, characters, events, and the

relationship between them. Pardiyono (2007:95) pointed out that there are 5 steps to construct narrative text, namely (1) orientation, (2) complication, (3) resolution, and (4) coda.

After the researcher observed in MAN 1 Medan, it is one of the Medan schools that recognize the value of English. Because many students still struggle to comprehend reading in narrative material, the English teacher in Man 1 Medan recognizes that students need additional practice in reading English. Observing the interview between the researcher and the teacher is a good way to start. it found that the students and the teacher use Google Classroom as their platform to teaching and learning narrative text. After doing preliminary research, it was found that teachers faced some problem in teaching reading comprehension narrative text while using Google Classroom.

From the background description above, it can be seen that the use of instructional platform is not only to support the achievement of active and efficient learning, but learning media can be managed and developed by teachers so that teachers' teaching creativity can be improvised with the existence of learning even though learning is carried out with networks or online.

Considering the problem, a research was conducted to explore the problem. So, the writer would like to conduct a research entitled "The implementation of Google classroom in teaching reading comprehension of narrative text at grade XI in MAN 1 Medan".

1.2 The Problems of the study

The problems of the study are as follows:

1. How do teachers implement Google classroom in teaching reading comprehension narrative text to the eleventh grade students?

2. What are the problems faced by teachers while using Google classroom in teaching reading comprehension narrative text to the eleventh grade students?

1.3 The Objectives of Study

Based on the problems of the study, the researcher has goals namely:

1. To analyze the implementation of Google classroom as E-learningplatform in teaching reading comprehension narrative text to the eleventh grade students.

2. To describe the problems faced by teachers of using blended learning in teaching reading comprehension narrative text to eleventh grade students.

1.4 The Scope of the Study

This research focuses on the analysis of implementation Google classroom in teaching reading comprehension narrative text and the problems in the process of teaching reading narrative text use Google Classroom. This research is limited on using Google Classroom in teaching reading comprehension narrative text at grade eleventh in MAN 1 Medan.

1.5 The Significances of Study

The research finding is expected to be useful in theoretically and practically.

1. Theoretically

It is expected to give additional information about the implementation of Google classroom in teaching reading comprehension narrative text.

2. Practically

It is expected to be a useful source of information for English teachers, learners, and future researchers.

a. For the English teachers, this research can be a source in giving the material especially for teaching reading comprehension narrative text by using Google Classroom.

b. For the learners, this research can be an alternative source that will be very helpful in understanding the implementation of Google classroom and how it is applied in reading comprehension of narrative text.