

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Technology has played an essential role in life and has become essential in the last decades. Furthermore, technology also has an impact in the educational field. Technology is one of the tools that can facilitate the learning and teaching process. Moreover, technology can be a benchmark for the advancement of a nation. Besides, as well as technology, education is equally important in supporting the advancement of a nation. Hamidi et al. (2011) stated that education is a tool to get to know and achieve new technology. Therefore, both technology and education have important roles that are interrelated with development and growth.

Furthermore, this year has become a challenging phase for every human being globally since every activity has to be conducted online, including learning and teaching activities due to pandemic Covid-19. Furthermore, in the education field, learning from home becomes a way to overcome the problem. The Indonesian Ministry of Education and Culture has made this regulation to stop the spread of the virus. This regulation is affirmed in Circular Number 4 of 2020, concerning the *Implementation of Education in a Corona Virus Disease Emergency Period*. As a result of this policy, all leaders of educational units and tertiary institutions have different approaches to implementing learning activities in each educational unit (Mandasari, 2020). Moreover, this condition forces everyone in the education field, particularly teachers, and students, to be technologically literate and upgrade their technological abilities.

Talking about learning from home, recently, many schools conduct full online learning. Teachers and students conduct full online lectures using various online platforms and applications as the media. Anderson (2011) stated that online learning is a subset of distance education with flexibility in time and space. In other words, we can conclude that online learning is a way of transferring knowledge through an e-platform that can be conducted anywhere, anytime, and it needs proper preparation to achieve the learning process's goal. Therefore, in online learning, teachers have to be creative, from organizing the planning, designing the material, creating the media until assigning the assignment.

A learning management system (LMS) has been used to advance distance education as an online learning platform. LMS has some beneficial features in supporting the teaching and learning process. It organizes the material in the form of video, visual, audio, or document that a remote audience can access. It also helps the teacher in organizing and managing their classroom. Moreover, LMS also develops a more practical evaluation system and provides various question formats. Garrote et al. (2014) classified the tools of LMSs into four groups such as a tool for distribution, a tool for communication, a tool for interaction, and a tool for course administration.

Furthermore, Mohammed et al. (2018) stated that all the LMS tools represent all services that help manage users' teaching processes and interactions. However, the combination of complex online learning environments with learner characteristics, learning contents, pedagogy, and technology can create less distinct paths to student success (Hodges & Grant, 2015). Therefore, to make the learning process run well, the instructor will also manage learning content through

the LMS by providing each topic that will be discussed with the learners (Putri & Sari, 2020). Various LMS types can be used for teaching and learning processes, such as *Moodle*, *Edmodo*, *Docebo*, *e-school*, *Schoology*, *Google Classroom*, and many more. Furthermore, *Google Classroom* is one of the LMS that will be studied in this research is widely used by many schools, including in SMKN 1 Talangpadang during this pandemic.

Google Classroom is a free e-platforms provided by *Google* as a tool for educational purposes. This e-platforms is one of LMS used by many teachers in many schools in Indonesia; since *Google Classroom* has some beneficial features that can be used as a learning medium, teachers can easily organize the material and the assignment this e-platform also helps students to do a virtual class easily. Furthermore, *Google Classroom* is designed for beginners. Therefore, this e-platform is easy to be accessed and used by both parties. During the pandemic, *Google Classroom* has been used by many secondary schools since this e-platform helped the virtual teaching and learning process. In addition, several features provided by *Google Classroom*, such as sharing a file is provided to organize the file shared by both teacher and students, the assessment provided variously, grading provided to give students scores, an archive which is connected with *Google Drive* provided to save all of the files and to distribute the assessment to the students, and many more.

Currently, computer-based assignments have become a positive thing by providing assignments online and creating a paperless classroom. Moreover, computer-assisted assessment is one of the applications commonly used to assess students. This application is used to assessing student's knowledge, student

acquisition, and the capability of each student. Therefore, computer-based assignment implementation helps the teacher assess students by giving a test online easily, making the process more practical and efficient. Furthermore, by various features provided by *Google Classroom*, the assessment feature will be used in this study since many teachers used it to distribute the assignment or give the students a test.

Assessment feature in *Google Classroom* facilitates teachers in distributing the assignment, evaluating students' works, and many more. Moreover, this feature also facilitates students to access the assignment, materials, documents, and other files on one page. In this feature, students also can see the progress of their assignments. The use of assignment feature in *Google Classroom* is usually done after the teacher gives the materials in the form of video, document, visual or other forms. The assignment can be in the form of an essay, multiple-choice, matching, and many more. Moreover, students are given a deadline to complete the assignment. Recently, schools in Indonesia have widely used *Google Classroom* as a teaching and learning media, particularly for assignment media, since *Google Classroom* has simple features to use by both teachers and students.

Some studies regarding the perception toward the use of online platforms as a learning or assessment tool, such as Nurhadiani & Pratolo (2020), examined students' perception of Kahoot's application as an assessment tool in EFL class. They focused on investigating undergraduate student's perception of *Kahoot!* as an assessment tool by looking at the influence of *Kahoot!* in the classroom atmosphere, students' engagement, students' motivation, and learning experiences.

The second study was conducted by Yoestara et al. (2020), who examined pre-service English teacher's perception towards online assessment methods. They focus on revealing the perceptions' of Pre-service English teachers on online testing systems. Another study was conducted by Deiniatur (2020), who examined students' perception of *Google Classroom* in English phonology class. They focus on exploring undergraduate students' perception in English Phonology class in Islamic College towards the implementation of *Google Classroom* as a learning media. For further, Mariadi et al. (2019) examined students' perception on the use of *google classroom* in submitting their assignment in translation subject on the third-year students of English department of FKIP UMMY Solok. They focused on investigating undergraduate students' perception of *Google Classroom* as an assessment tool.

Refer to the phenomenon above, this study will identify EFL students' perceptions at secondary school level towards online assignments using *Google Classroom*. This study was conducted in SMKN 1 Talangpadang, where the writer has practical field experience in this school. Moreover, SMKN 1 Talangpadang is one of the schools that has just implemented *Google Classroom* as a tool to provide student assignments during the COVID-19 pandemic. Therefore, students of SMKN 1 Talangpadang have just experienced *Google Classroom* for doing online assessments. Thus, in this study, the writer is interested in examining students' perceptions toward online assessment using *Google Classroom* as an assessment medium. Furthermore, knowing students' perception as the data of this study will be beneficial for the teacher of SMKN 1 Talangpadang, in particular, an English teacher, to find out whether or not the

implementation of *Google Classroom* as an online assessment media can be more practical and efficient than the paper-based assignment.

Refer to the explanation above, this study would like to conduct a study under the title "Students' Perception toward Online Assessment Using *Google Classroom* at SMKN 1 Talangpadang."

1.2 Research Question

This study guided by following question, as follows;

What are students' perceptions toward online assessment using *Google Classroom*?

1.3 Research Objective

This study aims to identify students' perceptions toward online assessment using *Google Classroom* in EFL classrooms.

1.4 The Uses of the Study

1.4.1 Theoretically

Theoretically, this study is expected to be used as a new reference for future research under the same topic. Thus, this study can be added as additional knowledge for the researcher.

1.4.2 Practically

Practically, this study will help teachers understand students' perceptions and use this study as a benchmark for improving the learning evaluation process later on.

1.5 Scope of the Study

This study contributes to identifying student's perceptions toward online assessment using *Google Classroom* in EFL classrooms. This study only focuses on students' perception toward online assessment in *Google Classroom*. Furthermore, this study's subject was limited only to students who get an online assessment using *Google Classroom* used by the teacher in distributing tasks in the first-year students in EFL classrooms at SMKN 1 Talangpadang during the covid-19 pandemic.