

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In 2020, the outbreak of the coronavirus Covid-19 affected life around the world. Covid-19 has recently changed many aspects of the human life pandemic that has spread across the globe. Its tremendous effect has affected some areas, including economic, education, politics, government, health, domestic communications, and international communication among many countries worldwide. Government efforts have promoted a shared aim of reducing coronavirus spread through social interaction restriction measures. Thus, people tend to use their smartphones to communicate and socialize.

Language is an essential communication tool that is not always a means of communicating thoughts and ideas. It is also a means of building friendships, economic relations, education purposes, and others. English's importance cannot be denied and ignored in today's era, as the most significant common language is spoken universally. On the other hand, especially in the education system, the English language is an important subject in the school. The power of communication is the Internet, then the language. The Internet's authority allows people to communicate in real-time and gives people choices about how they communicate. With the same means of communication, the Internet can write, talk, or videoconference to anyone in the world who can connect. However, in this situation, the Internet plays an essential role in teaching and learning English. This situation forces both the educators and the learners to use several methods to carry

out the teaching and learning process, including Instructional Technology Approaches, to develop learning instruments. English language teaching uses the Instructional Technology Approach with three categories: Hardware Approach, Software Approach, and System Approaches. The teacher combines those aspects to create desired teaching and learning process according to the plan that has been made that suitable with the objective of teaching and learning.

The Government of Indonesia, the Ministry of Education and Culture, needs to consider three vital aspects to ensure that distance learning does not widen social inequalities, deepens inequalities in education quality between socioeconomic groups, and makes marginalized groups more marginalized. The government hopes that the whole distance learning can be appropriately applied in this situation and that the teacher and the student who use the technology also education can become a developed nation. However, there have been examples of cases explaining how wide the gap is between the middle and lower classes. The presence of a pandemic in human life today worsens economic disparities which have existed for a long time. It is time for the government to step in to help the lower class of society to be able to access excellent and quality online education amid a pandemic. Thus, with the government's expectations, the government should see the reality currently happening to education.

According to Triwibowo (2020) in Vice Indonesia, the three digital aspects are the availability of digital infrastructure, digital skills, and technological characteristics. However, changing the face-to-face approach to mediate via a laptop screen requires adaptation and change, particularly in material preparation and cyberspace interaction. The teachers who do not have sufficient digital skills

and knowledge of technology's characteristics will be hindered from fulfilling the learning objectives. The challenge has been experienced by students who are not familiar with the variety of learning applications used. Limited economic resources create a digital divide between milenials, particularly concerning the use of various applications. Thus, Students who have financial capabilities are more likely to explore the Internet and its applications so that they are familiar and can adapt quickly. In the meantime, students with economic limitations will be left behind.

According to Rosenberg (2001), E-learning has become a part of the Internet that experiences the highest growth rate and will encounter many significant changes. The E-learning environment has been widely implemented in many organizations and institutions (Hashim & Tasir, 2014). It is being used for educational purposes, but it can also be used in many aspects of life. The issue seems to be aligned with the fact that if a learner has shown a great potential for learning through a conventional approach, it does not necessarily mean that they will achieve the same success by using an alternative E-learning environment approach. Therefore, it appears appropriate to apply the user's E-learning readiness assessment before implementing the e-learning environment. It is concerned whether individuals are prepared to use online learning with related technical skills, positive attitudes towards it in the teaching and learning process (Alem et al., 2016). Teachers' readiness to teach online highlights their vulnerability in their role as a result of their transition from classroom to online learning settings. The implementation and design of online learning are supported by learning social constructivism contributing to the study's framework (Powell & Bodur, 2019).

Due to the situation of the Covid-19 pandemic, education continues through the online process as a form of virtual distance learning. In online learning, various technologies are used, such as radio, TV live stream lessons, online portals, Microsoft team, Zoom, Google Meet, and other alternative learning technologies. To reach students, the system employs an online learning pedagogy that confirms the teachers' experiences in the classroom (Chen, Qian, & Wen 2020). This study objective related to this situation is about the students' perception of Google Classroom's use, the benefits, and the drawbacks to using Google Classroom.

1.1 Research Questions

This research wants to achieve the purposes mentioned above, and the issues to be discussed will be summarized in the following research questions:

1. How are students' perspectives in using Google Classroom in the EFL class?
2. What are the benefits and drawbacks of using Google Classroom in the EFL class?

1.1 Research Objectives

The objectives of this research there are to answer the above two statements that being stated in the research question part and specifically are:

1. To describe students' perspectives on the use of Google Classroom in the EFL class.
2. To identify the benefits and drawbacks of using Google Classroom in the EFL class.

1.2 The Uses of the Study

This research aims to give knowledge and information that can be used in society, especially in education. Therefore, this research bears theoretical and practical uses described as follows:

1. Theoretically

This research can be used as a reference for another researcher that wants to conduct this study with a similar topic. Furthermore, the information in this research can help the other researcher as additional information for their research.

2. Practically

This research can give some advantages for the teacher who wants to conduct the research and help the teacher be more creative by knowing the benefits and drawbacks by using Google Classroom for the EFL classroom students.