

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of Study**

Technology is evolving at a breakneck pace these days. Technology may aid in the learning process, particularly amid a pandemic. Technology, according to Aminatun (2019) technology brings benefits to the improvement of many aspects in education, such as teaching, learning, and research. The COVID-19 pandemic is the first and most serious health epidemic of our time. Since it is easy to spread and fatal, this pandemic is very dangerous. According to Sari and Oktaviani (2021), technology-based online learning platforms have aid and assist Indonesian students in completing online learning education when dealing with the novel corona virus. It means that, in the event of a covid-19 pandemic, a technology-based online learning portal may aid Indonesian students' in their studies. The presence of this virus has many negative consequences in a variety of areas, including education. State governments were forced to enact new measures as a result of the pandemic, including the implementation of learning at home.

Working at home or online ensures that students get to research comfortably at home to sever the Covid-19 delivery chain and maintain educational continuity. Other forms of media, such as websites or apps, are required to make learning experiences easier for this style of learning Media applications for learning can be useful in terms of enhancing prior learning outcomes. According to Koc (2016), technology-based learning can help with teaching and learning in the twenty-first century. Sakkir (2019) goes on to say that teaching staff and instructors should be aware of and use social media to keep up with their pupils. Social media is very

similar to students' non-educational thoughts and even lies. Teachers and parents must select useful and realistic social media in the classroom in this situation, as long as students love them.

*Google Classroom* is one of the tools used for online learning. *Google Classroom* is a teaching tool that is part of the Google Apps for Education suite (GAPE). On August 12, 2014, it was announced. This program helps non-profit schools, including those with a Google account, to build classrooms in cyberspace. It is a free online tool for non-profit schools. Since it can serve both the teacher's tactics and styles on the one side, as well as the comprehension of student expectations and positive engagement in a broad variety of classroom skills, it can function in a unidirectional method. This application has been approved by the educational community to facilitate the e-learning process. It brings together students' and It's easy to set up and keep the link for teachers both inside and outside the classroom.

According to Northey (2015), *Google Classroom* is extremely helpful, satisfactory, and offers newer defiances in continuing education in a unique manner. Anyone with the right software and applications was reap the benefits (Gmail, Drive, and Docs). Via these apps, teachers may distribute resources and assignments in the form of Word documents, PowerPoint presentations, or YouTube links. Students, like the teachers, was apply their assignments via Gmail, Google Drive, or other formats that the teachers specify. Teachers may also use it for instructional purposes, according to Daud (2019), such as making vital announcements, publishing homework, downloading learning resources, and evaluating student work. Using *Google Classroom*, Teachers can build interactive

classrooms, share knowledge about the teaching and learning process, and distribute teaching materials as files. Teachers was also expose students' to learning resources and recordings, assign students tasks, and set up a collection calendar, amongother things. *Google Classroom* is well-known because of its simplicity, according to Janzen (2014). There is enough space for all of the topics, including English. Students' enter the teacher's class code to participate in the lecture. *Google Classrooms*, according to Abd Syakur (2020), are less complex and more flexible to use. It is also suitable for lecturers with varying degrees of e-learning experience. Northey (2015) also contains that it is simple to arrange work and save time. Since the resources and assignments for each subject are not combined, the instructor can easily organize, receive, and provide input when they are not mixed and another.

It is readily accessible from notebooks, PCs, and handheld devices. Lecturers and students can access *Google Classroom* at <https://classroom.google.com> or download the app using the keyword *Google Classroom* from the Playstore for Android or the App Store for iOS. *Google Classroom* is adaptable, which ensures you can use it from anywhere and at any time. To use it effectively, students only need a signal and an internet link. Northey et al. (2015) further contend that it demonstrates that *Google Classroom* is strongly recommended by the educational community. Finally, as an online learning site, *Google Classroom* has schedule flexibility, eliminates commuting expenses, and can reach anyone with internet access. This investigation will look into This analysis was focus on students' preferences, and will be used to build a questionnaire to test the app's efficacy and efficiency. To continue, the researcher must learn about the students' perception about using social media in the classroom. an outside effect on one's

perception, understanding, confidence, and response to modern technologies This study portrays students' viewpoints on using *Google Classroom* in the language learning process with this notion in mind.

When I practiced field experience (PPL) in 2020 I was there teaching in *Google Classroom*. I teach 11th grade The problem I encountered was that students' did not want to join the class, do not want to submit assignments. But the teacher has reminded them to do assignments and join classes in *Google Classroom*. But students' still don't join classes and still don't submit assignments. And that's the problem I'm going to research.

## **1.2 Research Questions**

The researcher proposes the following research questions based on the above context.

1. How is the Implementation of *Google Classroom* in Learning English at SMA Gajah Mada Bandar Lampung?
2. What are the Students' Perception Related to the Implementation of *Google Classroom* in Learning English at SMA Gajah Mada Bandar Lampung?

## **1.3 Research Objectives**

This study aims to explain:

1. How Teaching and Learning Process of Using *Google Classroom* in Learning English at SMA Gajah Mada Bandar Lampung.
2. Students' Perception of Using *Google Classroom* in Learning English at SMA Gajah Mada Bandar Lampung.

#### **1.4 The Use of Study**

The usefulness of this research are to expected to be useful both theoretically and practically.

##### **1. Theoretically**

This study was be able to use as a guide for other scholars who wish to look at related subjects. As a result, the information in this analysis will be useful to other researchers as supplementary data for their studies.

##### **2. Practically**

Teachers was be able to use the findings of this research to help them overcome these issues.

#### **1.5 Scope of Study**

In this study, researchers limit the study to the title "A Case Study on Analyzing The Use of *Google Classroom* in Learning English during Covid 19 Pandemic at SMA Gajah Mada Bandar Lampung" to a few points. First, researchers limit studies based on the use of *Google Classroom* in learning English during the Covid 19 pandemic. The two researchers determine the informants of this study to be students' of class XI IPA / IPS SMA Gajah Mada Bandar Lampung.