

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of Research**

Coronavirus (Covid-19) has become the current pandemic worldwide. Many countries have been influenced by this virus. In early 2020, WHO Emergency Committee announced that global health was experiencing a state of emergency as confirmed cases of Covid-19 have increased internationally. The world is not ready for this unusual situation. The quarantine in Indonesia was announced unexpectedly in early March without giving time for preparation.

The Indonesian government is taking action to reduce the increasing cases of coronavirus significantly. During this pandemic, the government introduced policies such as maintaining physical distance, staying at home and working from home to limit physical interactions between people to suppress the spread of Covid-19. Educational institutions are also the focal point of how social activities and interactions often occur. If educational activities are stopped, many children and adolescents will skip necessary activities for social interaction-based growth and learning. Education in Indonesia is one of the affected sectors of Covid-19.

The Covid-19 pandemic has caused education systems around the world where almost all schools, universities and colleges are closed, but the Indonesian Ministry of Education is taking great care to keep all schools and universities on

track. With these limitations, the Ministry of Education in Indonesia has implemented a strategy by changing the teaching and learning process into an online system. Educators and learners have no choice or alternative beside changing face-to-face learning into online learning. This is evident in their regular instruction on online teaching and assessment. However, significant challenges have accompanied this educational change. Many courses are not designed for online learning, and many students are unfamiliar with online learning. Educators are required to have skills in teaching and have skill in using instructional media.

The Indonesian Minister of Education and Culture, Nadiem Makarim recommended several e-learning platforms that can be used by students and teachers in the online learning process, one of the platforms is Google Classroom. Google Classroom was launched in Google Apps in 2014. Shaharane, et al. (2016) stated that Google Classroom facilitates the teachers to create and organize assignments and course materials quickly, provide feedback efficiently, and communicate with students in the class easily. students can view and interact in the class or via email. It also allows students to work on problems or assignments at their own pace while still receiving support and guidance when needed. Students can become independent, and the results in learning environment enhances students' knowledge and skills in the subject area. In addition, when students submit the assignments, the teacher can highlight the content of each assignment, give students a brief explanation and evaluate their performance. More than that, Google

Classroom provides space for private comments for students to interact with other friends or their teachers about matters related to the material or topic being taught.

Learning English is very important in this era, seeing the demands of the world society which requires English as an international language. In Indonesia, English is taught as a foreign language, the students only use English in the school environment especially in English subjects, they do not use English as language in their daily communication.

In Indonesia curriculum, English has been taught for six years starting from secondary education to higher level of education. Mandasari and Oktaviani (2018) stated that students who learn English for more than six years does not guarantee that students can fluently use English in communication.

Responding to technological developments, the use of technology for English language teaching and learning is not a new trend. Smartphones are very commonly used among students and are capable of much more than laptops or computers. So, the use of technology in learning English with mobile or app-based assistance also received the attention of researchers and Google Classroom is one of them. According to Iftakhar (2016) Google Classroom is intended to help teachers manage the creation and collection of student assignments in a paperless environment, essentially leveraging the framework of Google Docs, Drive, and other applications.

This study describes students' perceptions of Google Classroom during the Covid-19 pandemic. Where students' perception was presented based on their

experiences. According to Oktaria and Rohmayadevi (2021) perception is the experience of object, event, and relationship acquired by resumming the information. Ridho et al. (2019) explains perception, giving meaning to stimulus-response in resumming information and predicting a message. According to Chen (2003) students' perceptions are needed to evaluate the effectiveness of teaching and learning activities. According to Islam (2019) when Google Classroom is used as a platform for learning English, the best criticism of this online platform is the learners. It is important for student perceptions to be known as input for teachers and institutions in carrying out this online learning process so that it can continue optimally.

However, based on the researchers' experience when doing her Pre-Service Teaching at SMK Negeri 1 Talangpadang, the researcher found out that students at SMK Negeri 1 Talangpadang were not familiar with online learning. So, the researcher is interested in exploring students' perspective toward the use of Google Classroom because SMK Negeri 1 Talangpadang is one of the schools using Google Classroom as an online learning platform. Then the researcher conducted this study entitled "Students' Perspective toward Utilizing Google Classroom for Learning English at SMK Negeri 1 Talangpadang".

## **1.2 Research Question**

Based on the background of the study above, the researcher formulates research question, as follows:

What are the students' perspective toward the use of Google Classroom in EFL class during the Covid-19 pandemic?

### **1.3 Research Objective**

The objective of this research was to find out students' perspective toward the use of Google Classroom in online learning during this pandemic situation.

### **1.4 Uses of Research**

The result of this research is expected to give knowledge and information that can be used in society. Therefore, this research bears the theoretical and practical uses described as follows:

1. Theoretically, this research is expected to give the students and teachers information about students' perspective toward the use of Google Classroom during Covid-19 pandemic as an online learning tool.
2. Practically, the researcher expects this research will help English teachers and students in using Google Classrooms by providing an understanding of what potential obstacles must be overcome before using it. The technical barriers faced by students when using Google Classroom will provide the app maker concerned with possible updates or improvements to the app. In addition, teachers can also see various possible uses of Google Classrooms from a student's point of view which can also be applied practically to help students be more involved.

### **1.5 Scope of Research**

This study focused on identifying students' perspective in using Google Classroom in EFL class during Covid-19 pandemic at SMK Negeri 1 Talangpadang. The subject of this research was the students at the second semester of SMK Negeri 1 Talangpadang. The object of this research was the students perspective toward the use of Google Classroom in English class. This research was conducted by the researcher at SMK Negeri 1 Talangpadang in the academic year 2020/2021.