CHAPTER I

INTRODUCTION

1.1 Background of Study

Education is an essential factor that is important for advancing a nation. Through sufficient education, obtained the new thing so that they can use to create quality human resources. According to (Idris et al., 2012), education provides people with knowledge and skills while creating the personalities of a nation's youth. Therefore, every Nation should have sufficient and qualified education. According to (Mirowsky & Ross, 2005), the education level of individuals incapable of controlling the quality of life for economic and social growth, is dependent on the education received. Humans need education through a process of awareness that tried to explore and develop their potential through teaching methods or other ways recognized by society.

According to (Bautista & Oretga-Ruiz, 2017), in education, with English being the international language and the world's first language of association, the pressure to improve English language education (ELE) continues to increase. As a result, in the last decade, the nature of English language education has changed drastically. Not only brought about several changes in the way English is taught and learned but has also led to innovative practices around the world (Bautista & Oretga-Ruiz, 2017).

As they constantly encounter new educational contexts, foreign language learners develop their learning through experience, interaction, and reflection (Aydoğan & Akbarov, 2014). Speaking, writing, reading, and listening are the four fundamentals of English learning. The researcher in this study conducts her research by the fourth basics skill. All of them are related to the language skills that

must be considered. Skilled in the fourth basics skill allows students to comprehend all of the content presented properly. It suggests that the basic skill in the field of Indonesian studies should be given more consideration. In the language classroom, four skills exercises serve a variety of purposes: They provide scaffolding, opportunities to generate, settings in which is to utilize the language for real-world information exchanges, proof of competency, and most importantly, confidence. (Sadiku, 2015).

Technology has been increased and approved for people until today—the technology used in society to help them in their job/daily life in this era. Knowledge transfer becomes very easy and convenient thanks to technology that support developments in education (Raja & Nagasubramani, 2018). Dinc (2019) defined technology as a configuration, pointing out that the transfer item (technology) is dependent on a specific set of procedures and products. Using technology can facilitate students in learning English because technology provides many options that can be made teaching and learning activities more exciting, and technology can be fun for students such as videos, radio, and English learning applications such as Edmodo, Zoom, Duolingo, and others. In education, the technology used helps them learn the material given by the teacher from technology and from this thesis, the researcher used Google Classroom.

Google Classroom today is used due to conventional teaching and learning activities besides traditional learning (face-to-face study). Google Classroom is a new device in Google Apps for Education introduced in 2014. These classes facilitate teachers to provide feedback efficiently, create and organize assignments with fast, mixed learning styles that offer many advantages, and communicate with their classrooms easily online than traditional classroom teaching styles (Sukmawati &

Nensia, 2019). Google Apps for Education first introduced Google Classroom in 2004 (Harjanto & Sumarni, 2019). This platform was designed specifically for educational goals to promote interactive learning environments. This virtual classroom serves as a place for teachers to create and post material (pictures, videos, and links), invite students, assign students, take quizzes and organize administrative needs. However, we have to use online learning to conduct the learning activity between teacher and students because of the world situation this time. Google Classroom was employed as one of the platforms for teaching and learning in the most school. One school that uses google classroom as a teaching and learning platform is the junior high school in Ayodhya Pura, one of the junior high schools in the Sukasada sub-district. SMP Ayodhya Pura Selat chooses to use Google Classroom as one of the platforms for learning media.

There are some researches on using Google Classroom, such as the study conducted by Alim et al., (2019) in the article entitled "THE EFFECTIVENESS OF GOOGLE CLASSROOM AS AN INSTRUCTIONAL MEDIA: A CASE OF STATE ISLAMIC INSTITUTE OF KENDARI, INDONESIA." This study aims to explore the effectiveness of Google Classroom in the learning process at the State Islamic Institute of Kendari. The results showed that the use of Google Classroom had various limitations: (1) because they did not have a smartphone, not all students got an account of what was provided by the lecturers, (2) limited availability of Wi-Fi on campus and, (3) Some students used their friends' accounts to submit their projects because they didn't have adequate internet packages..

And then, another study was conducted by Nantini (2020) in the article entitled "A Study of Google Classroom as an Effective LMS to Improve the LSRW Skills of ESL Learners." This research aims to know how to use a Learning

Management System (LMS) such as Google Classroom to improve four language skills, namely Listening, Speaking, Reading, and Writing (LSRW). Through stratified assessments and study, this study intends to analyze the results and impacts of using Google Classroom among English as a Second Language (ESL) learners. From this research, some sessions focused on the various components of report writing. Selecting the best answer and the pattern of true or false is given to students at the end of the two online activity sessions. Students are asked to write down answers and a detailed report about the webinar. Students post assignments that are the same as assignments on Google Classroom.

In addition, systems are economical from any perspective, ease in processing the data, and ease of use demands, especially in teaching and learning innovations. The explanation above encourages the author to research under the title The Analysis of Google Classroom in Teaching and Learning of Reading for 8th-grade Students at SMP Ayodhya Pura Selat.

The researcher has some reasons to do the research SMP Ayodhya Pura Selat. Because of this pandemic (Covid-19), this middle school has used full online. It makes the learning activity to do in the usual time is difficult. The holiday's cause of Covid-19 was only predicted to range up to a month, but instead, it goes more than a year. So, they have to think about, and use methods use so that learning continues as usual even though they cannot meet face to face. Adaptation is needed to balance the learning process between teacher and students. That is why this school used Google Classroom as one of the media for the teaching and learning process while they cannot meet face to face as possible as they usually do in their usual study. This application helps them and get easier to conduct the teaching and learning process. More than that, this application compatible and

flexible for them.

Besides, the reason of researcher choose to research in SMP Ayodhya Pura is to know how the Google Classroom is implemented in reading by teachers and students. The subject of this study was eighth-grade students in SMP Ayodhya Pura Selat. Also because this school place is the only one of middle school and high school in one place at Selat Village. The previous research focused on the effectiveness of Google Classroom toward students. The researcher was very keen to know whether the same findings have resulted from this present study. Besides, the difference in all of those studies above with this study was conducted online to observe the learning process following the regulation during the Covid-19 pandemic where all students are required to study from home, besides that internet access in this village is also quite possible to be able to implement it. Because this is the first experience of implementing online learning activities using Google Classroom is also a reason for researchers to research SMP Ayodhya Pura to find out how students and teachers view when the researcher analysis implemented Google Classroom there.

1.2 Problem Identification

The implementation of Google Classroom activity in the online English learning process was still lacking. The students tended to do not be trained well in the online learning stage of the online English learning process. It could be caused by some reasons that could be explained as follows:

1. The first problem is that the students have low motivation in learning English with e-book/some text materials. When the teacher gave some material on English learning for the students to learn, only a few of them were interested

to the English material. It seems from the score when they get tasks and only a few of them got a high/good score. The rest of the students still did not want to learn the English material because, in their opinion, not all of them love learning a new language, it will be difficult to meet the intended learning goals if all learning conditions are standardized. This is because each student has unique qualities, such as learning approaches and portions of matter absorption.

2. Second, the problem is related to the materials used by the teacher. The materials were made by the teacher. As a result, there were some mistakes when learning English. The material were not interesting so the students were not motivated in learning the English material. The English teacher should show the students the good & creative model of English learning material so the students will know exactly how the material look like and then they will remember it.

3. The last problem is related to the learning process using Google Classroom. Not all students understand used Google Classroom as learning media although it looks easy to use because of this pandemic makes Some students have limitations such as not all of them have smartphones to carry out the learning process online or not all of them got the Kemendikbud quota it makes some of them looks like it doesn't know the correct usage of Google Classroom

1.3 Research Limitation

This research identified the implementation and problem faced by students using Google Classroom at SMP Ayodhya Pura. The teacher was given observation sheet in aother to know the implementation of Google Classroom and students of

8A were given interview guide in other to know the problem faced by them.

1.4 Research Question

1. How was Google Classroom implemented by English teacher at SMP Ayodhya Pura?

2. What were the problems faced by 8 grade students of SMP Ayodhya Pura when using Google Classroom?

1.5 Research Objectives

1. To know how Google Classroom was implemented in teaching and learning online English learning especially students in class 8A in SMP Ayodhya Pura Selat.

2. To analyze the difficulties encountered when students used Google Classroom as an online application in online English learning in 8A students at SMP Ayodhya Pura

1.6 Research Significances

Based on the research objectives to be achieved, this research is expected to know the implemetation of Google Classroom that are feels by teachers and students at SMP Ayodhya Pura. The significant of this research include:

1.6.1 Theoretical Significance

Theoretically, the results of this study are expected to be used as a reference to understand how the application was utilized in learning and teaching. So that this study might be used as a model for future research employing the same learning and teaching media but in various locations or scenarios.

1.6.2 Practical Significance

This study is carried out with the hopes of providing various benefits to its readers. Researchers, teachers, and students can all benefit from studying in the following ways:

a. For Researcher

    Increase your understanding and experience using internet-based learning resources, as there are many options available at this time.

b. For Teacher

    Give teachers suggestions on how to use existing internet-based material in online teaching and learning activities. So, they can use it in the classroom.

c. For Students

    Students can easily accept and submit tasks in any file using Google Classroom as a learning medium, and students can instruct to learn English utilizing existing media or technology.