

CHAPTER I

INTRODUCTION

This chapter consist of six part those are background of the study, problem identification of the study, limitation of the study, statement of the study, purposes of the study, and significances of the study.

1.1 Background of the Study

The COVID-19 or known as the Coronavirus pandemic has made interchangeability of people's life cycle in different sectors including education. According to World Health Organization (2020) this COVID-19 is claimed as a worldwide crisis and global pandemic. In 2021 COVID-19 still happening in several countries, and the confirmed death toll has reached close to 4 million (WHO, 2021). Realizing the danger of Coronavirus, most nations especially Indonesia have been considering and instigating a social distancing strategy to separate social interaction and lockdown to push down the spread of the ailment. In Indonesia, many actions have been taken to forestall the dissemination of the health crisis caused by the virus. In this case, educational venues seem to be very important and evacuated (Bakhtiar, 2016).

According to ABC News report on March 7th, 2020, several schools are closed due to the COVID-19 pandemic in more than ten countries (Ahmadi & Ilmiani, 2020). Due to the impact outside the country, Indonesia has been continuously evolving plans to break the face-to-face learning system and transform the activities into digital or online learning (Arora & Srinivasan, 2020). This

regulation affects either Indonesia or global that the 2020 National Exam (UN) in all levels of education is legitimately canceled (Ahmadi & Ilmiani, 2020). It can be viewed, that the educational field starts from schools, understudies, and educators tend to rapidly turn the learning scheme to diminish the transmission of the virus (Octaberlina & Muslimin, 2020).

In line with those regulations, the COVID-19 pandemic has carried out many challenges in educational tracks and suffered to some degree (UNESCO, 2020). Additionally, this pandemic provides outstanding opportunities for numerous stakeholders to learn and reconsider the management system towards technology usage (Khuluqo, Ghani, & Fatayan, 2021). The utilization of technology can expand the value of teaching and learning during the pandemic. Technology in the field of education is used as a remedy of the action engaged to prevent further diffusion of COVID-19. The implementation of information technology is essential for supporting online teaching to attach students and teachers through online learning.

Nowadays, technology is adored by society because it has a vital role in the learning process. Technology seems to make work easier and takes less time. The learning process has been carried out online facilitated by technology as the prior media due to the presence of e-learning. According to Naidu (2006), online learning refers to use of information and communication technology in learning and teaching process. The concept of online learning is numerous definitions which had been proposed by experts. Based on Octaberlina & Muslimin, (2020) online learning is interactive learning that use the internet and the computer as learning facilities. Online learning is also defined as the process of learning which takes place online

using platforms (Hashim, 2018). (Moore, Dickson-deane, & Galyen, 2011), states that online learning belongs to teaching and learning activity using internet-based with accessibility, connectivity, flexibility, and capability to various teaching collaboration. Although online learning has various meanings when the understanding is the same then everything is directed.

In the online learning process, there are many educational tools used as media for determining effective interaction that can be accessed by students and teachers. In line with technology expansion, many platforms are providing educational services underlying online learning, such as WhatsApp, Zoom, Quipper School, Ruang Guru, Webex, Google Meet, and the likes of them. One of the best platforms in online learning process is Google Classroom. According to Octaberlina & Muslimin, (2020), Google Classroom is the learning and teaching applications was designed which is simple to use. Google Classroom is also defined as an educational platform that can assist the teacher in making and sharing learning media which is categorized as paperless assignments (Wicaksono & Rachmadyanti, 2016). Google Classroom is on of the mixed teaching and learning media with attractive and simple to use for the teacher and the students. The application of classroom technology in schools tends to be necessary because it can be helps the teacher and the students and know how to use it earlier.

Google Classroom is tool it makes easy for students and teachers to work together. Teachers can make and distribute assignments for the students in the online clasess (Yunus & Syafi'i, 2020). It makes it simple for teachers to create a group to share the task and announcements. Google Classroom is a toll that encourages students to actively participate in the online learning process. Through

this platform, the teacher appears to be creating positive, students centered, collaborative, and memorable learning lessons because it makes it easy to use learning features from all categories of students (Imam Tyas Sansinadi & Winarko, 2020). Google Classroom is also making learning easier for the teacher to create groups and share assignments. Besides that, teachers and students can carry out learning activities through online classes anytime and anywhere.

In that case, giving rise to student perceptions of the learning process, especially English subjects, the students expected to be able to develop, and control themselves in the positive environment and able to engage in the environment. In addition, in the implementation of learning, students are required to be active not only as a facilitator but also as spectators for themselves. The word spectator refers to the way people give a view on something. This term indicates the way people perceive something that usually known as perception. Perception states an understanding about interpret something. According to Ward, Grinstein, & Keim (2019) these terms defined perception as the way in knowing, and perceiving about knowledge information. Perception is also defined as the ability of interpretation something to produce opinion. Perceptions of students reflect their attitudes or behavior derived from observations from online learning process. So, these observations will lead to a perception where the perception can be positive or negative depends of observations in each individual. When online learning takes place, some students think that online learning is not fun and very boring because they only listen and see movements through videos or direct movements from the teacher. This assumption is different from what is expected by teachers who strive

to make learning as interesting as possible so that students feel happy, comfortable and don't feel burdened to participate in online learning.

Current studies have discussed and recommended several platforms can be used as a tool for online learning process. Some of them belong to social media platforms and pedagogical platforms like Google Classroom. These studies were aimed to share of how the way to use of Google Classroom, perception and its effectiveness toward online teaching in this COVID-19 pandemic, and the effectiveness of the use Google Classroom as media in online learning process. Numerous of studies (Sepyanda, (2018); Jannaty, (2019); Kumar & Bervell, (2019); Ermawati, (2020); Islam, (2019); Kazu & Kurto, (2020); Rojabi, (2020); Kumar, Bervell, & Osman, (2020); Yen & Mohamad, (2021)) revealed that there was a positive result from the students regarding to use of Gogle Classroom in online online learning process. Meanwhile some of results indicate that there were significant obstacles in the use of Google Classroom (Khuluqo et al., (2021); Octaberlina & Muslimin, (2020); Yohana, (2020)).

Based on the preliminary observation that has been conducted by the researcher in SMP AyodhyaPura, it was found that 8thstudents were using Google Classroom in online learning. It means that only teachers who taught 8thwere implementing Google Classroom as a media to support online learning. In the observed school, the implication of this approach was having a problem on students' limited network because of the geographical condition. The students also got confused about the way to operate Google Classroom in specific conditions caused by the lack of knowledge on the use of the pedagogical platform.

It shows that the observed school named SMP Ayodhya Pura was not used Google Classroom as media in learning process. SMP Ayodhya Pura is also a school located in a rural place. SMP Ayodhya Pura is the only junior high school in the Selat village. This also includes the novelty of this research. A rural place is a place that has few homes or other buildings and not very many people. The population density in this place is also very low. The researcher also found a problem with students' perception toward the use of the platform. Hence, starting from the problem, the exciting case was attained by conducting the observation of the subject of the research. As aforementioned above, it is essential was research students' perceptions of SMP Ayodhya Pura. The perceptions of these students was used as material for evaluating the obstacle of online learning by teachers.

In this case, SMP Ayodhya Pura has been chosen as the setting because SMP Ayodhya Pura is located in a rural place and is the only junior high school in Selat village. The subject of this study was focused on the students not for the teacher. Because the students first time used Google Classroom in COVID-19 begin. But the teacher already known how the use of Google Classroom since from their learning in Univercity or they ever follow the seminar about IT. Besides that, before there was Covid-19 SMP Ayodhya Pura had never used Google Classroom as tool in learning process.

1.2 Problem Identification of the Study

The problem of this research is identified from preliminary observation which indicates that students in 8th grade were using Google Classroom to support their online learning. Though, limited information on the perception the use of

Google Classroom for the students, indicates that not many researchers have been conducting about students' perception on the used Google Classroom. Regarding the problem, the students' perception at 8th grade of SMP Ayodhya Pura is needed to know after used Google Classroom as a tool for online learning process. However, there are obstacles experienced by students in the online learning process. The students seem to think online learning can make easier than face to face learning, but in fact, it doesn't work for them and it seems to be unknown whether the application of online learning in English subjects is running as expected or not. Consequently, the context of this study which shows that 8th grade students were using Google Classroom for the first time as a tool to make online learning happen will become questionable. The 8th student in SMP AyodhyaPura, Selat, Buleleng, is the subject in this study. They asked about Google Classroom during online learning.

1.3 Limitation of the Study

Based on the problem identification of this study, this study was focused on the students' perception the use of Google Classroom in online learning.

1.4 Statement of the Study

The research question of this study is what are students' perception on the use of Google Classroom as media for online learning?

1.5 Purposes of the Study

The purpose of this study is to describe students' perception on the use of Google Classroom as media for online learning.

1.6 Significances of the Study

It is expected that this study can give benefits theoretically and practically.

The benefits that can be drawn from this research include:

1. Theoretical Significance

The significance is expected to give contribution to the development in education science by using perception theory to strengthen the evidence through this research.

2. Practical Significance

a. For Teachers

From the results of the research, it is hoped that it can be useful to improve the quality in teaching process and learning process by considering learning conditions from home as well as a follow-up description of the teacher's readiness about this.

b. For School

This research is expected to provide input and evaluation as well as become an illustration for institutions online learning process in English subject by using Google Classroom.

c. For Researcher

With this research, researcher gain insight into knowledge about the online learning in English subjects by using Google Classroom, and useful experiences for researcher to be able to analyze a problem.

