CHAPTER I

INTRODUCTION

1.1 Research Background

English language became very important in order to adapt and keep up with the progress of global developments. English had emerged as an essential language to learn and been a common tool to communicate in the world (Fernandes & Alsaeed, 2014). All countries in the world learned English to facilitate communication with people from other countries. Since English is a universally accepted language, English had an important role in the aspect of education. Reacting to this, Indonesia government had included English Language into the Indonesian curriculum and it had been taught since elementary school.

English Language in the country like Indonesia was not easy to be taught as it is not the first language. The difficulties of learning English were still felt by students in Indonesia. In Indonesia, there were still many teachers who taught English monotonously. In fact, students tend to get bored easily and could not focus to the lesson even though English language was still seen as a priority. English language is most important foreign languages to be taught. Therefore, teachers needed to be able to increase their teaching variation. One of the ways was by using E-learning.

E-learning was one manifestation of the development of information technology in the world of education. E-learning was an approach to teaching and learning which was based on the use of electronic media and devices as tools for facilitating the adoption of new ways of understanding and developing learning (Sangra et al., 2012). E-learning easier the teaching and learning process by simply the sharing material or file, collect tasks, and do quizzes online. In fact, the students could easily access course material everywhere via internet. One of the e-learning platforms that could be used was google classroom.

Google classroom is a free Google application for Education which was officially introduced in August, 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease (Shaharanee et al., 2016). The teacher could create assignments or announcements and start class discussions instantly because the students could share resources with each other and then interact in google classroom or via email. Google classroom had various functions as well as the ability to prepare classes, save time, distribute tasks and communicate regularly.

Google classroom provided a lot of convenience both for teachers or students. A study conducted by Shaharanee et al. (2016) found that the students was satisfied with the use of Google classroom. Then, similar study also conducted by Muslimah, (2018) showed that students felt Google classroom was useful and they were satisfied with Google classroom as an online learning tools. The base from this research was the research conducted by Englishtina (2016) about how Google Classroom can be used to help teacher in teaching language and the advantages of using it for teacher and students. The difference in this research was to describing the use of google classroom at the Senior High School level especially at SMA PGRI 1 Denpasar. The researcher selected this school because this school already applied Google Classroom as a tool for teaching for a year.

1.2 Statement of Problem

Based on background above, the research question was "how does the teacher use of Google Classroom in Learning English at SMA PGRI 1 Denpasar".

1.3 Objective of Study

The objective of this research was to describe how the teacher uses Google Classroom in Learning English at SMA PGRI 1 Denpasar.

1.4 Significance of Study

1.4.1 Theoretical Significance

This study supported the theory of the use of Google

classroom in English learning in higher education.

1.4.2 Practical Significance

This study was expected to give contribution to researchers,

teacher and SMA PGRI 1 as follows:

1. Researcher

   The researcher hoped this study could be references in choosing e

   learning tools to be used in teaching English in the future.

2. Teacher at SMA PGRI 1

   The researcher hoped the result from this study could be taken into

   consideration in order to improve teaching skill using Google

   Classroom as the learning tools.

3. SMA PGRI 1

   The researcher hoped this study was useful for SMA PGRI 1,

   especially as consideration in choosing e-learning tools.