CHAPTER I
INTRODUCTION

1.1 Background

The use of internet technologies has become a part of the daily basis of the people, including professional, academic, individual and commercial life. In particular, technology has widely apply in education. The technology helps the face- to-face education to be applied in online learning, and the traditional methods have been transformed into online platforms (Istifci, 2016). Online learning is usually combined with classroom learning or is called asmixed learning (Louwrens & Hartnett, 2015).

During the COVID-19 pandemic, however, the teaching and learning activities were widely changed. Hyseni, Zamira & Hoxha (2020) and Dhawan (2020) reveal that most educational establishments are obliged to make an alteration ontheir F2F teaching and learning turning to online learning to prevent the spread of the virus, which resulted in online learning. To conduct the teaching andlearning process during this period, online learning platform was used. There are several selections of online learning platform that can be utilized to facilitate and support online learning. Google Classroom was extensively utilized as a learning platform to accommodate online learning. According to Harjanto & Sumarni (2019), GoogleClassroom is an educational online platform that was made to maintain an interactive online learning environment.

It enables teachers to post materials in the form of pictures, videos, or links, invite students to join online classes, assign students with assignments, conduct quizzes, and manage the score records of the students. Additionally, Google Classroom offers a number of benefits that can be helpful in the process of teaching and learning, particularly English, including a quick and simple setting, convenient classroom management, promotion of collaboration, flexibility, centralized data storage, and safety and security. (Harjanto & Sumarni, 2019).

Since this was the first time that both teacher and students were able to learn and teach entirely online using Google Classroom, it is essential to find out how effective they think Google Classroom is as a teaching and learning platform. To ensure that the learning process has been carried out successfully, it is beneficial to address the students' perceptions. It helps to ensure that students can use the platform to follow the learning process and comprehend the lesson.

If the platform's online learning does not function properly, the independent learning process can cause the worst case. It because students to experience anxiety and stress if the students' perceptions are not addressed. They may exhibit poor time management, concentration, and learning strategies as a result of stress and anxiety (Agolla & Ongori, 2008; Asikainen et al., 2018; Congos, 2010). A study applied by Arenliu & Berxulli (2020) claimed that around 11.4% of students experienced severe psychological distress because of online learning. Furthermore, addressing teachers' perspective is also important to figure out whether Google classroom can effectively help the teachers to give engaging and comprehensible materials. It also help to ensure that the teaching and assessment are done efficiently. Thus, it can maximize the learning outcome

After 2 years conducting online learning, in the beginning of 2022, the cases of COVID-19 has significantly decreased. Thus, the government has issued a regulation where schools are allowed to

conduct onsite learning by tightly following the health protocols. Today, schools have fully opened. However, in order to prevent the spread of the virus as the COVID-19 virus is not fully exterminated, some hybrid learning is still encouraged. Therefore, during the teaching and learning transition, Google Classroom is still frequently used as a tool to explain the lessons, share learning materials and assignments, and track the students' learning progress. This situation creates a transitional period whereas schools along with the teachers and students are adapting back to the onsite, pre-COVID-19 teaching and learning situation. Teachers and students are back to conduct their learning process physically at school. As a preventive measure to avoid another wave of the virus, teachers and students are encouraged to wear masks and follow health protocols at schools. Therefore, as health protocols are still conducted, the current situation is still considered as a transitional period from the online, COVID-19 period back to the onsite, pre-COVID-19 period. This is why Google Classroom is still used as a tool to facilitate the learning process during this transitional period.

Therefore, this recent study purposed to investigate how teachers and students perceive the use of Google Classroom in EFL online and onsite learning context. This study was conducted in SMP Negeri 3 Kuta Selatan as it is one of the schools which applied Google Classroom to facilitate their education. The 8th grade students and 3 English teachers were used as the subjects. They were selected as the subjects as they had experienced of the use of Google Classroom frontline learning. Therefore, their perception was expected to be the genuine one.

1.2 Problem Identification

Google Classroom is an online platform that is firstly used to support learning during COVID-19 pandemic at SMP Negeri 3 Kuta Selatan. After several years of conducting online learning, the teachers and students could finally meet and conduct the learning process in an onsite setting, just like the pre-COVID-19 period. However,

preventive measure and health protocols are still encouraged at school in order to prevent another wave of the virus. This creates a transitional period from the online, COVID-19 teaching and learning process to the onsite learning process. This include the conduct of hybrid learning in which some teaching and learning methods that were used during the online, COVID-19 period are continuously used in the current onsite learning. This includes the use of Google Classroom to facilitate the learning process.

It is essential to address teachers' and students' perceptions of using Google Classroom for online learning during the COVID-19 pandemic and onsite learning during this transitional period so that a fun and joyful online learning environment can be created later. This is because the platform is still used despite returning to the onsite learning process. It is addressed in order to determine whether online or onsite learning students and educators prefer the use of Google Classroom. As a result, it appeared that teachers' and students' perceptions of the use of Google Classroom in both online and onsite learning during the transitional period were the focus of this study.

1.3 Research Scope

The study was limited for EFL teachers and students at Junior High School, specifically for the teachers and students in the 8th grade in SMP Negeri 3 Kuta Selatan who carried out learning using Google Classroom. The research focus was to investigate the teachers' and students' perceptions on using Google Classroom in the online and onsite learning in the context of the transitional period.

1.4 Research Questions

1.4.1 What are the students' and teachers' perceptions on the use of Google Classroom in EFL online learning context during the transitional period?

1.4.2 What are the students' and teachers' perceptions on the use of Google Classroom in EFL onsite learning during the transitional period?

1.5 Research Objectives

1.5.1 To investigate students' and teachers' perceptions on the use of Google Classroom in EFL online learning context during the transitional period.

1.5.2 To identify students' and teachers' perception on the use of GoogleClassroom in EFL onsite learning context during the transitional period.

1.6 Research Significance

There are two perspectives on the research significances. There are two typesof significance: theoretical and practical.

1.6.1 Theoretical Significance

Theoretically, It is anticipated that the findings of this study will provide information regarding the students' perceptions of the utilization of Google Classroom to facilitate on-site and online learning during the transitional period as well as feedback for the teaching and learning practice during his transitional period so that it can be implemented more effectively in the future. Furthermore, the result of this study can be used as a reference in writing related studies.

1.6.2 Practical Significance

Practically, it is anticipated that teachers and other researchers, particularly those planning to conduct similar research, will find this study to be of positive significance.

1. For Teachers

This study's findings can be used to provide teachers with feedbackon how to use a particular platform to facilitate online and onsite learning. As a result, the learning process can be enhanced in the future.

2. For Policy Maker in Education

By conducting this study, it is expected that policy maker in education can use the result to decide the best teaching and learning approach with the use of Google

Classroom based on the perception of the teacher and students. It is because the result of this study can be used as a feedback for the online learning system that has been running during the pandemic as well as the current face-to-face meeting, so that better implementation can be expected in the future.