

CHAPTER I

INTRODUCTION

In this section, it will explain about general description of research background, problems identification, scope of research, problems formulation and research significance.

1.1 Research Background

Covid-19 has had a huge impact on all parts of the world, not only attacking humans but also having an impact on the world economy, affecting social life in various countries, and affecting education (Davies, 2020). Almost every country has experienced the impact of Covid-19. Various aspects of life in various regions are disrupted without exception in the fields of education and learning. The emergence of Covid-19 was first in the city of Wuhan, China until it finally spread in Indonesia in March 2020. Owing to the Covid-19 pandemic, several policies to prevent or stoping the spread of the virus have been carried out with the aim of reducing the spread of Covid-19 (Zaharah et al., 2020). Social distancing is one of the policies to prevent the spread of the Covid-19 virus (Kim & Liu, 2022). Social distancing causes learning activities to be carried out offline (online) that is from their home (Collado et al., 2021). According to Szopinski & Bachnik (2022), learning activities shift from conventional learning to online learning. This is supported by Das (2022) states that this shift in learning methods forces various parties to go with the flow so that learning can take place by utilizing technology as an online learning media.

Currently, the world of education in all countries including Indonesia is trying to make learning fun amid the spread of the covid-19 virus. WHO even announced that Covid-19 was a global pandemic and suggested that everyone should reduce outdoor activities so that the spread of COVID-19 does not spread (Cucinotta & Vanelli, 2020). Furthermore, Herliandry et al. (2020) that all of this is closely related to the policies set by the government to minimize the spread of covid-19. This is supported by Churiyah et al. (2020) which stated that Coronavirus forced the Indonesian government to change the teaching and learning system that was previously carried out in schools so that it was

carried out only from home, namely by means of social distancing. Indonesia in general and in particular various regions have tried to anticipate its spread through social distancing to the implementation of Large-Scale Social Restrictions.

Nadiem Makarim, who is the minister of education and culture of the Republic of Indonesia, has decided on a policy in a circular letter to schools in Indonesia, including universities. The contents of the circular stated that during the Covid-19 period, teaching and learning activities were temporarily suspended and students participated in learning from home through e-learning. Nadiem Makarim recommends that educators, both teachers, and lecturers, use various e-learning platforms for the learning and teaching process during the pandemic, such as Zoom, Google Meet, Google Classroom, Quipper School, and so on. In online learning, it certainly cannot be separated from technology as the media used, one of which is a platform, namely Google Classroom. Google Classroom is one of the technologies that have helped teachers and students carry out learning that functions as a Learning Management System (LMS) (Fathira, 2022). LMS is a tools used to work with online materials and manage learning activities without being bound by space and time and the results (Puspitasari, 2022). LMS can be used as a supporting media in the implementation of education. LMS typically uses a web-based system that allows students to authenticate themselves, register for a learning program, follow the complete learning process and take assessments. The elements included in the development of the LMS must involve the psychological development of the students (Rizal et al., 2020), that means including how students perceive the Learning Management System.

According to Robbin & Judge (2013) perception is a stimulus that exists in individual humans towards their senses to give a meaning. Perception is a process of compiling, recognizing, and interpreting information through the brain's receptors that are received by the five senses to provide an overview and understanding of the environment in order to give meaning (Qu, 2020). In addition, Wulandari (2021) stated that perception is a person's view of a certain object or thing that is influenced by internal factors and external factors from the perceiver itself. Everyone has their own perception of something, one of which is the perception of education. Education is required to always develop and adapt to developments both in the development of science itself or developments that support education. The things that support the development of

education include the learning media used to convey material. One of the learning media used is Google Classroom.

Google Classroom is one part of the technology that is well known in the education sector, especially at the college level (Lavonen & Salmela, 2022). Google Classroom is an internet-based e-learning system as an online classroom provided by Google Apps for Education (GAPE) (Shelvam et al., 2022). By using Google Classroom, learning will be more productive and interactive (Noemi, 2021). Google Classroom can provide convenience to teachers and students in the teaching and learning process and this application is free (Bhat et al., 2018). Google Classroom can make students learn to be active participants because several features make it easier for students to discuss with other students and in groups so that they can work together interactively (Ventayen et al., 2018). Google Classroom is declared as one of the easiest LMS to apply when conducting learning in schools. Google Classroom was developed to provide technology-based distance learning assistance to every educational unit to carry out tasks or learning activities without using paper or paperless (Hapsari, 2019).

Research regarding student perceptions of online learning using Google Classroom has also been conducted by several previous researchers. Previous research conducted by Rahman et al. (2020) to determine the perceptions of students in Indonesia regarding the effectiveness and efficiency of using Google Classroom in online learning during the Covid-19 crisis. From research, it is known that Google Classroom is very effective in online learning during Covid-19 because students can easily understand the platform. Another research conducted by Alim et al. (2019) emphasizes the perceptions of teachers and students in using Google Classroom to create good relationships between teachers and students so that students can be more motivated to learn. Harefa & Sumiyati (2020), conducted research on students' perceptions of Google Classroom as an LMS media during the Covid-19 pandemic. The findings of this research show that students have a positive attitude towards using Google Classroom in online learning and Google Classroom is very effective in improving students' language skills because of its effectiveness in receiving messages, content effectiveness, communication media effectiveness, and time effectiveness.

Rahmawati (2020) conducted research on Google Classroom learning on student perceptions. The results of this research state that student perceptions tend to be positive.

Students enjoy learning using Google Classroom because it is easy to use and can be used anywhere and at any time. However, several problems were also found, such as Google Classroom being less effective in discussing the material considering that there were no face-to-face activities which had the potential to cause students not to understand the material being taught. The use of Google Classroom does not have a significant influence on student learning outcomes. Some students have the perception that they prefer face-to-face learning compared to online learning because it makes it easier for students to receive information provided directly by the teacher in the form of learning materials and assignments. According to research conducted by Rahmawati (2020) teachers are more productive by providing innovative teaching strategies so that student learning activities become more conducive. Warman (2021) conducted research to investigate the influence of Google Classroom in Blended Learning on students' perceptions of English language skills. The research results state that English can also maximize students' interest in learning. Apart from being able to study anywhere, the study schedule is also more flexible and fun for students. Student perceptions state that Google Classroom provides extraordinary benefits in learning English, apart from that it can also increase student enthusiasm so that they can strengthen their verbal abilities to the maximum.

As a learning tool, Google Classroom offers a variety of features that support the learning process, such as material distribution, assignment submission, assessments, and discussion forums. Using this platform is also considered to increase learning effectiveness, particularly due to its flexibility, allowing for anytime and anywhere access. However, utilizing Google Classroom is not without challenges, such as limited internet connection, lack of face-to-face interaction, and student boredom with monotonous online learning. In this context, student perceptions are crucial. Perceptions reflect how students assess, feel, and react to the use of Google Classroom in learning. Positive perceptions, such as feeling that Google Classroom is easy to use and helps students understand the material, can increase student motivation to learn. Conversely, negative perceptions, such as finding online learning boring or difficult to understand, can hinder student engagement in the learning process.

Online learning can raise pros and cons in the world of education today because this is a new learning method that is applied to students so that it does not only have an impact on students but also has an impact on teachers and parents of students as educators (Fahrina et al., 2020). The implementation of learning that is carried out online will be

felt by students, students need to adapt to online learning methods because students are learning subjects, so it is necessary to deepen information on student perceptions about online learning. The world of education, from elementary schools to universities, uses Google Classroom to support online learning in various subjects. This is also included in the English subject at SMA Negeri 4 Singaraja. Using the Google Classroom application is something new for students because so far learning is still traditional.

Several previous studies have shown that Google Classroom is quite effective as an online learning tool, especially during the pandemic. However, most of these studies focused on technical effectiveness and learning outcomes, while research specifically analyzing student perceptions of learning English using Google Classroom, particularly at Singaraja State Senior High School 4, is still limited. Learning English requires complex language skills, so students' attitudes and acceptance of learning media significantly influence learning success.

Based on the explanation above, this research focused on analyzing students' perceptions of SMA Negeri 4 Singaraja regarding English learning using Google Classroom. Through this study, it is hoped that a clear picture will be obtained regarding how students view the use of Google Classroom, including its ease of use, benefits, and the challenges they experience. This can serve as evaluation material and input for teachers and schools in improving the quality of online learning. Researchers conducted this research based on current phenomena. The researcher chose this school as the research location because it started with the researcher carrying out PPL activities at SMA N 4 Singaraja. While participating in PPL activities, researchers have analyzed teaching and learning activities at this school, especially teaching and learning activities during the Covid pandemic. Therefore, the researcher conducted a research entitled "AN ANALYSIS OF STUDENTS PERCEPTION IN LEARNING ENGLISH USING GOOGLE CLASSROOM AT SMA NEGERI 4 SINGARAJA"

1.2 Problem Identification

Based on the background described above, problem identification can be identified as follows: Student perceptions of Google Classroom vary because some find its flexible and easy to use features helpful, while others find it unappealing or even

boring. Learning English has unique characteristics because it demands complex language skills (listening, reading, speaking, and writing), learning success is greatly influenced by how students perceive and respond to the learning media used.

There are still problems that influence student perceptions such as limited internet connection, lack of face-to-face interaction, and monotonous learning activities, which for some students contribute to negative perceptions. Internet quota assistance of 10GB has been given to students at SMAN 4 Singaraja during full online activities, however, it turns out that the internet data quota assistance provided cannot be used optimally. Many students experience problems with their provider's signal which is not good when used at home, so many students are forced to use the internet from other providers that they bought independently. Previous research has focused more on the technical effectiveness of using Google Classroom, while research analyzing student perceptions specifically regarding English learning at SMA Negeri 4 Singaraja is still rare.

1.3 Scope of the Research

This research will be carried out at SMA Negeri 4 Singaraja, especially for class XI and XII students who had used Google Classroom in their English lessons. The research focused on students' perceptions of the use of Google Classroom in English learning, including both positive and negative views based on their experiences. The aspects studied were limited to students' perceptions of ease of use, benefits in the learning process, and problems they encountered. These aspects were positioned as indicators of perception, not as separate research objectives. The subject area was limited to English learning, not other subjects.

1.4 Research Question

1. What are the students perception of learning English using Google Classroom at SMA Negeri 4 Singaraja?

1.5 Research Objective

1. To analyze the students perception of learning English using Google Classroom at SMA Negeri 4 Singaraja

1.6 Research Significance

1. Theoretical significance

The theoretical significance of this research is contributes to the development of research on student perceptions in online learning, particularly in the context of using Google Classroom. Adds additional references to the literature on Learning Management System (LMS)-based English language learning. Provides a foundation for further research that focuses on the relationship between student perceptions and foreign language learning success.

2. Practical Significance:

- a. For Students: This research is expected to provide benefits and meaningful learning experiences to students to facilitate online learning, especially in learning English using Google Classroom. Students are also expected to be able to carry out learning effectively and efficiently.
- b. For Teachers: this research will show students perceptions of the use of Google Classroom in the learning process so this research is expected to be a reference and evaluation material for teachers in using learning media in the form of Google Classroom.
- c. For Schools: the results of this research are expected can provide input to schools in using Google Classroom in online learning, especially in English language learning.
- d. For Future Researcher: be a reference for relevant research, both in the context of student perceptions and in the study of online learning media.