

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

The World Health Organization (WHO) announced the new Coronavirus (COVID-19) as the global pandemic on January 30, 2020 (Layali & Al-Shlowiy, 2020). Covid-19 is a novel Coronavirus that was firstly reported came from Hubei Province in China affected countries in the world including Indonesia with 1.500 cases on 1 April 2020 (Atmojo & Nugroho, 2020). The Covid-19 affected all aspects of people in the world included in the education field (Indriani, 2020). The governments in the world decided to close schools to reduce the spreading of Covid-19 (Layali & Al-Shlowiy, 2020). Covid-19 also affected Indonesian education (Sari et al., 2020). That led the Indonesian government to apply online learning during the pandemic to reduce the cases of Covid-19 and to protect students, teachers, and staff in the schools.

Covid-19 made the Indonesian government apply the policy of switching conventional teaching and learning or face-to-face meeting in schools to online learning (Agung et al., 2020). The novel Coronavirus caused the students to learn and work from home that led to used online learning during the pandemic (Atmojo & Nugroho, 2020). Furthermore, they stated that online learning is a distance learning activity that helps students and teachers to exchange knowledge through electronic devices like tablets, smartphones, laptops, and computers and needs an internet connection. The implementation of online learning needs additional media like websites or applications (Indriani, 2020). According to Cakrawati (2017), online learning platforms are tools that use to build students to be independent in learning. There are a lot of friendly applications or platforms that teachers and students could use (Harjanto & Sumarni, 2019). One of the applications that can use to conduct online learning is Google Classroom (Indriani, 2020).

Google Classroom is one of the online platforms that can use in this pandemic to help the teacher and students in conducting the online teaching and learning process. Google Classroom is an online platform that helps students to attend online classes (Hussaini et al., 2020). Harjanto and Sumarni (2019), stated that Google Classroom is a tool that provides various features like file attachment, teacher's feedback, upcoming task, datelines,

announcements, and discussion board that enable students and teachers to do virtual online class interaction. Furthermore, they stated that Google Classroom also helps teachers to share material in the forms of documents, videos, pictures, audios for the students which also helps the students do discussions or interact with each other on the discussion board. Google Classroom has many benefits, Google Classroom enables the students to take and submit assignments, revise their assignments, take quizzes, check the scores that the teacher gave and also do the task online (Ridho et al., 2019).

That means Google Classroom is useful for education especially in the current situation of covid-19. On the other side, there are some challenges that students faced in online learning or learning by using Google Classroom. The learning process in the situation of pandemic Covid-19 is challenging (Sari et al., 2020). Students are struggling with the adaptation and implementation of online learning. There are some challenges that students face in online learning or learning by using a platform like Google Classroom. The first is connectivity. Connectivity is the essential thing in implementing online learning included in learning through Google Classroom. The challenge in using Google Classroom refers to connectivity is that Google Classroom only can be accessed if the internet connection is available (Md. Sadequle Islam & Syeda Afsana Ferdousi, 2019). In addition, some students do not have internet access (Ridho et al., 2019). That means that connectivity is important in conducting learning through Google Classroom because the success in teaching and learning through Google Classroom is influenced by the connectivity. The second is students' access to Google Classroom. According to Medford (2017), some students who do not have the facility could not access online learning. The third is lack of instruction, in conducting Google Classroom, instruction is important to guide the students in the teaching and learning process but in some cases, the students have lack instruction in Google Classroom. lack of instruction in Google Classroom is one of the challenges that students faced besides the problems in students' devices and internet connection (Mualim et al., 2019).

Online learning platforms are the solution to continue English Language Teaching (ELT) during the pandemic of Covid-19 (Suadi, 2021). The pandemic of Covid-19 leads the current phenomenon of some schools in Indonesia to use an online platform like Google Classroom to conduct online teaching and learning include in English subjects. English is one of the important compulsory subjects in Indonesia especially for junior and senior high schools (Atmojo & Nugroho, 2020). SMP N 2 Sukasada is one of the junior high schools in

Indonesia that used Google Classroom to apply the online teaching and learning processes include in the English course during the pandemic of Covid-19. Based on the interview that has conducted toward an English teacher in SMP N 2 Sukasada, the teacher said that students' participation in submitting their assignment in Google Classroom in English instruction was quite low. A pre-observation also conducted toward the ninth-grade students in SMP N 2 Sukasada, it was found that the students' participation in submitting their homework in English course in Google Classroom was quite low.

Regarding the current phenomenon of learning from home through Google Classroom during the pandemic of Covid-19 and the low participation of ninth-grade students in SMP N 2 Sukasada in submitting their assignment in English course in Google Classroom, the present study was conducted to investigate students' perception and challenges in using Google Classroom in English instruction at ninth-grade students at SMP N 2 Sukasada. It is important to know students' perception of learning if the students' completion in the online course is low (Sachiko, 2016). In addition, this study was conducted to investigate students' perception on Google Classroom in terms of students' access, instruction delivery, the usefulness of Google Classroom, and connectivity. Furthermore, this study was also conducted to investigate the students' challenges in terms of students' access, instruction delivery, and connectivity.

The reason for investigating students' perception on Google Classroom in English instruction in terms of students' access, instruction delivery in Google Classroom, the usefulness of Google Classroom, and the connectivity is because based on the theory of perception by Robbins (2005), that stated three factors of perception namely perceiver, object and situation. the students' access are referred to the perceiver which the students who perceive the perception in accessing Google Classroom based on their attitude, motive, experience, knowledge, and expectation. The instruction delivery in Google Classroom and the usefulness of Google Classroom refer to the object, which Google Classroom is the object of perception. The connectivity refers to the situation of connectivity in conducting learning through Google Classroom. In addition, the reason for investigating students' challenges in using Google Classroom is that based on the result of the pre-observation that found the students' low participation in submitting their homework in English course in Google Classroom. Furthermore students' access, instruction delivery, and connectivity are important factors that influence successful teaching and learning through Google Classroom. According

to Medford (2017), the implementation of online learning needed facilities such as hardware, software, and connectivity but some students who do not have the facility could not access the online learning. Furthermore, The students can access Google Classroom as the internet connection is available (Riyanti & Usman, 2018). Google Classroom cannot be accessed or used without an internet connection (Md. Sadequle Islam & Syeda Afsana Ferdousi, 2019). In addition, lack of instruction is the challenge that students faced in Google Classroom besides the problems in students' devices and internet connection (Mualim et al., 2019).

Students are the center of the teaching and learning process. It is important to know students' perception of English teaching and learning through Google Classroom to know the effectiveness of the English teaching and learning process through Google Classroom. Students' perception is one of the most important elements in considering the success of online learning (Rahman, 2020). It is important to know students' perception of the use of Google classroom in learning English to evaluate the effectiveness of English teaching and learning by using Google Classroom and the challenges that students faced in using Google Classroom during the pandemic. The students can express their opinion or perception of Google Classroom and the challenges that they found in using Google Classroom as online teaching and learning tool during the pandemic of Covid-19. Through knowing students' perceptions the teachers can evaluate the effectiveness of teaching and learning through Google Classroom and know which needs to change and improve in the teaching and learning process so that the teaching and learning process through Google Classroom would be effective (Ridho et al., 2019).

Related studies had been conducted by Cakrawati (2017), Negara (2018), Mariadi (2019), Hussaini (2020), Layali & Al-Shlowiy (2020), and Shahrane (2016), about Google Classroom but there were a few studies that investigate about students' perception and challenges in using Google Classroom especially in English instruction during the pandemic. The results of those studies revealed that students had a positive perception of Google Classroom. That is different from the pre-observation that has conducted toward the ninth-grade students of SMP N 2 Sukasada that showed students' low participation in submitting their task in the English course on Google Classroom. That led the present study to investigate students' perception of Google Classroom in English instruction and students' challenges in using Google Classroom in English instruction. Perceiver Thus, the present

study was conducted to investigate students' perception and challenges in using Google Classroom in English instruction at ninth-grade students in SMP N 2 Sukasada during the pandemic of Covid-19.

### **1.2 Identification of the problem**

The pandemic of Covid-19 makes students have to learn from home by using some applications which one of them is Google Classroom. SMP N 2 Sukasada is a junior high school that used Google Classroom in the teaching and learning process included in English Course. Based on the pre-observation conducted toward ninth-grade students in SMP N 2 Sukasada, it was found that the students had low participation in submitting their tasks in the English course on Google Classroom. Knowing students' perception of learning is important because the students' completion in the online course is low (Sachiko, 2016). Regarding the students' low participation in submitting their task in an English course on Google Classroom, it is important to investigate students' perception and challenges in using Google Classroom in English instruction at ninth-grade students in SMP N 2 Sukasada during the pandemic.

### **1.3 Limitation of the study**

The limitation of this study is focused on students' perception toward the use of Google classroom in English instruction and students' challenges in using Google Classroom in English instruction at ninth-grade students in SMP N 2 Sukasada.

### **1.4 Research questions:**

Regarding the research background above, the research questions of this study are:

1. What is the students' perception on Google classroom used in English instruction at ninth-grade students at SMP N 2 Sukasada?
2. What are students' challenges in using Google Classroom in English instruction at ninth-grade students at SMP N 2 Sukasada?

### **1.5 Purpose of the study:**

According to the research questions above, the research objectives of this study are:

1. To investigate the students' perception on Google classroom use in English instruction at ninth-grade students at SMP N 2 Sukasada.
2. To investigate the students' challenges in using Google Classroom in English instruction at ninth-grade students at SMP N 2 Sukasada.

## **1.6 Significance of the study:**

### **1.6.1 Theoretical significance**

Theoretically, the researcher expected that the result of this study useful for teaching and learning through Google Classroom or develop classroom management and information technology (IT) in this case by using Google Classroom.

### **1.6.2 Practical significance**

Practically, the researcher expected that the result of this research was expected to provide information and as a reference to the students, teacher, and other researchers.

1. For the students

The researcher expects that this research could be useful for students to provided information about students 'perception and challenge on the use of Google Classroom in English instruction during the pandemic.

2. For the teachers

The researcher also expects that this research could be useful for the teachers to know about students' perception and challenges in using Google Classroom in English instruction during the pandemic so that the teachers can evaluate and create the effectiveness of teaching and learning through Google Classroom in learning instruction during the pandemic of Covid-19. Therefore, the teacher can use the result of this study as a reference in implementing English instruction through Google Classroom.

3. For the other researchers

The researcher expected that this research could be useful for other researchers who conduct a related study to provided information or reference so they can get the information and theory in this study.