

CHAPTER I

INTRODUCTION

This introductory chapter gives descriptions of this study. It provided information about the subject matter and the general aim of this study. This chapter consists of six parts. Those are the Background of the Study, Research Question, Research Objective, Research Significance, and Scope and Limitation of the Study.

1.1 Background of the Study

The Covid-19 pandemic has an impact on all aspects of life, especially education. As a result of the Covid-19 pandemic, schools from kindergartens to universities have been closed. The closure of schools interfered with learning Alvarez, (2020). As a result, learning that was usually carried out face-to-face has now been replaced by online learning Sun et al., (2020). In conducting the teaching and learning process, the teachers are helped with computers, gadgets, smartphones, the internet, and learning management systems (Tanduklangi et al., 2018).

The Indonesian government in responding Covid-19 pandemic issue has been implemented several policies. One of them, implementing teaching and learning through long-distance or online. In conducted teaching and learning online. Teachers and students interact in the learning process through several platforms such as Zoom, Google Classroom, and WhatsApp Group (Ferdianto & Dwiniasih, 2019).

Besides Zoom and WhatsApp applications, Google Classroom features applications also offer facilities that help students and teachers interact through a virtual online class. By its features help instructors and learners to implement online teaching and learning processes during the pandemic. Furthermore, this learning application tool can be accessed on all devices such as smartphones, laptops, and computers that facilities both teachers and students to conduct the online class long distances. In hence, online teaching and learning can be done in two ways, namely synchronous and asynchronous. According to Shahabadi &

Uplane (2015) synchronous learning, teachers and students are at the same time in carrying out the learning process. Meanwhile, in asynchronous learning teachers and students are not always at the same time during the teaching and learning process.

In conducting online classes through the Google Classroom Application teachers only need to open the Google Classroom application and sign in by entering the email address and its password. After successfully in sign in, the teacher will find two features that served; create and join the class. The teacher can select the menu create a class to make a class by entering the name, of course, room, part, and name of the class in the column served. Then, in the menu class created will appear the name of class, class code, and features that enable the teacher to create material, assignment, questions, and post it. After class is created, the teacher can share the class code to let students join the class created. Students can sign in to Google Classroom then enter their e-mail address and password after that they can join the class by entering the class code given. Next, students will see the material, questions, assignments, Post.

According to Widodo & Slamet (2020), Google Classroom is an e-learning platform that can be used as learning media during pa pandemics because it can be used as an effective learning tool in collecting student assignments and helping students to submit student tasks. In line with the primary observation result at SMP N 4 Tegallalang Gianyar. The phenomena exist, Junior High School N 4 Tegallalang Gianyar used Google Classroom as an online platform during a pandemic. The teacher said they used Google Classroom for some reason. First, Google Classroom helps teachers give students learning material online and students can see the material posted by the teacher on his/her smartphone, laptop, and computer. Second, through Google Classroom he was able to directly correct student assignments, giving feedback and giving students score through the application. As stated by Astuti & Indriani (2020), Google Classroom is effective to use and help students to conduct the teaching and learning process far away and give benefit for the teacher. Google Classroom also allows students to do collaborative learning during the teaching and learning process with each friend, teacher as well (Islam, 2019).

Furthermore, (Shaharane et al., 2016) Agree Google Classroom is an effective tool for learning because it helps the student to improve their activity such as being an active participant in online discussion. More, Google Classroom also facilitated students to save material, documents, assignments Setiadi, (2020). Google Classroom also can be used for any course in any educational institution and is very convenient and manageable. The features themselves also gives student beneficial such as they can be easiest in accessing and submitting assignment (Khalil, 2018)

In addition, Google Classroom is a modern and innovative media for teaching and learning activities. All the material can be presented by Google Classroom effectively. Hence, it can increase students learning activity individually to limit social activity during pandemics Salamah (2020). Furthermore, the use of Google Classroom as media in cooperative learning can increase students' motivation, creativity and, interest in learning. This application also can be implemented maximally by the teacher (Wicaksono, 2020)

Based on phenomena that exist toward the use of Google Classroom in implementing online teaching at SMP N 4 Tegallalang Gianyar. The writer was interested in conducting a study about Google Classroom. However, this study was focusing on investigating students' responses toward the used Google Classroom in language learning during pandemic based on four dimensions. In this research, the writer wants to know what are seventh-grade students' impressions or responses toward the phenomena the use Google Classroom that observed, because they were first taught English as a subject lesson and use Google Classroom. As stated by Rakhmat (1999), response is an impression get based on observation toward an object, phenomena, or something obtained through concluding information and interpretation message.

1.2 Identification of study

During pandemic Covid-19 there are several platforms used to implement teaching and learning online. Based on phenomena that exist, Google Classroom was used as a learning platform to conduct online learning. Google Classroom is an e-learning platform used by teachers and students in implementing online

learning during the pandemic. This study aimed to investigate students' responses toward the use of Google Classroom in English Learning During pandemic.

1.3 Research Questions

What is Students' response toward the use of Google Classroom in English Learning During pandemic?

1.4 Research Objective

To investigate students' response toward the use of Google Classroom in English Learning During pandemic.

1.5 Research Significances

In terms of theoretical significance, the result of the study is expected to contribute to adding literature in using online platforms, especially Google Classroom during learning English. This study can have practical significance for teachers, other researchers, and readers

1. Teacher

The result of this research hopefully gives English teachers information on students' responses toward the use Google Classroom English learning process.

2. Other Researcher

This research is expected to give another researcher advantage and as a reference in order conduct the research related to the use of Google Classroom

3. Readers

Gives reader information related to students' responses toward the use of Google Classroom in the English learning process during the pandemic.

1.6 Scope and Limitation of the Study

The scope of this research cover students' response toward the use of Google Classroom in learning English during a pandemic. The subject of this student was seventh-grade students of SMP N 4 Tegallalang Gianyar in the academic year 2021/2022. There were two classes was participated in this study

that was VIIA and VIID class. Class VIID consists of 40 students and belong to the try-out class because the instrument was try-out in this class meanwhile VIIA class belong to the subject of this study and consist of 39 students.

