

Chapter One

Introduction

The introduction of the research is discussed in this chapter. Moreover, there are several significant points listed which provide the context of the research, the problem identification, the problem limitation, the research issue, the research purpose, and the significance of the research. Last but not least, the outline of this research is also discussed in this part.

Background of the Research

The outbreak of Coronavirus disease 2019 (COVID-19), which has infected 215 countries worldwide, poses challenges to educational institutions. The government has been limiting crowd gathering and recommending social distancing, physical distancing, wearing masks, and washing hands frequently to prevent the spread of COVID-19. One of the reasons to implement online learning system during the COVID-19 pandemic is because it is perceived as an alternative way to accommodate the teaching and learning process and as an attempt to prevent the spread of COVID-19. The government, through the Ministry of Education and Culture, has banned tertiary institutions from holding face-to-face (conventional) lectures and directed lectures or learning to be conducted online (Kemendikbud, 2020). The most prominent feature of online learning is that it offers convenience and skills to lecturers and students, particularly in terms of determining online learning schedules without regard to the location (Bowel et al., 2015).

Furthermore, several different remote learning methods were attempted and tested. E-learning, Zoom meetings, Google Classroom, YouTube, and WhatsApp messenger are examples of online learning tools that are utilized to their full potential as facilitators of learning. This research focuses on the utilization of Google Classroom, an online application designed to aid teachers and students in their teaching and learning process. Google Classroom was first released on 12 August 12 2014. According to Negara (2018), Google Classroom is a tool that allows teachers or lecturers to create, distribute, collect paperless assignments, and assess students' assignments while also saving documents automatically. It can also be used to facilitate communication between students and teachers, as well as to organize distant learning or to carry out paperless tasks with limitless area or field. The Google platform, which is connected with an email, is used to organize and conduct the learning and teaching process. To participate in online learning, each student must have at least one email account. This application provides a central site for communicating with students, sending feedback, and providing homework (Sudarsana et al., 2019).

As the technology knowledge is continually evolving, various applications and websites can also be used as learning material. According to Sadiman and Zakky (2018), a learning medium may be defined as “anything that can convey or channel messages from a planned source in such a way that the recipient can carry out the learning process efficiently and effectively.” Moreover, the Google Classroom application is one of the most frequently used learning tools. The institution of *Arus Survei Indonesia* (ASI) released the results of a national survey

related to the use of learning platforms used in the implementation of *Pembelajaran Jarak Jauh* (PJJ) or distance learning. Based on the survey, Google Classroom occupies the top position for the most frequently used platform during PJJ, reaching 26.1 percent from the result.

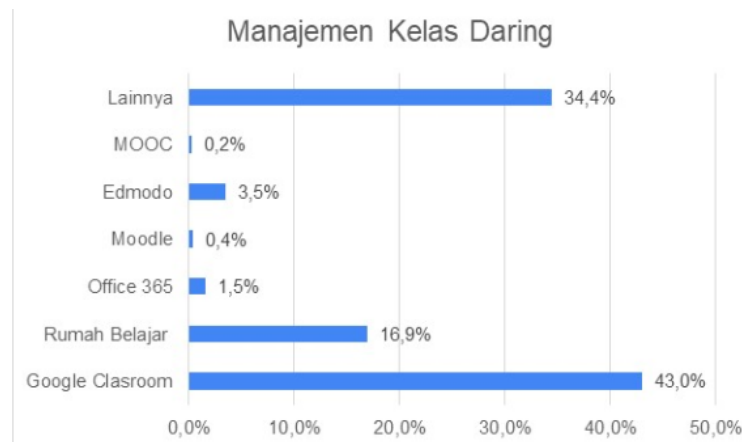


(Source: *Lembaga Penjaminan Mutu Pendidikan* of Southeast Sulawesi)

The infographic taken from survey from *Lembaga Penjaminan Mutu Pendidikan* (LPMP) of Southeast Sulawesi on the use of online learning applications in Kendari in 2020 indicates that the use of Google Classroom reached 40.10%, home learning reached 20.90%, Office 365 reached 10.80%, Moodle reached 10.70%, Edmodo 10,10% while other applications reached 7.40%.

Furthermore, another survey from LPMP that focused on online classroom management used by teachers include Google Classroom, Rumah belajar (*Learning House*), Office 365, Moodle, Edmodo, MOOC, and others. The

percentage of the use of online classroom management is presented in the following graph:



(Source: LPMP of Southeast Sulawesi)

In addition, the learning method implemented from home via online or distance learning can provide learners with the necessary learning opportunities. It provides significant impact on life skills, education, and English proficiency, (Arus survey Indonesia, 2020) . Moreover, students' learning activities and assignments may differ based on their interests, circumstances, and gaps in access and learning facilities at home (Kemendikbud, 2020). However, there are several difficulties from the implementation of online learning. The first problem is ineffective teachers. Bhalla et al. (2012) noted that the quality of any educational program cannot exceed the quality of its teachers. According to Cheng and Wang (2014), teachers are central in teaching.

Furthermore, teachers frequently face several issues and challenges. First, poor internet connection is frequently considered as an obstacle faced by teachers. Thus, it is difficult to connect to adequate internet connection, especially for

teachers and students who live in rural or distant places. This is, in fact, a critical aspect of the implementation of online learning. Second, teachers' lack of technological understanding, specifically among teachers from the Baby Boomers generation (born before 1960). Third, access to information is limited by poor connection due to technological restrictions such as network equipment. Fourth, not all teachers are prepared to quickly manage the online learning system, which includes material preparation.

This study conducted research on Google Classroom that focused on teachers' perceptions of the tool implementation and its benefits in the process of English language learning as an alternative learning tool in senior high schools in Kendari. The researchers observation on three high schools in Kendari revealed that the teachers in these three schools have used Google Classroom in their online learning for approximately two semesters as a learning tool that helps teachers in their learning process because it saves time, paperless, and efficient. Hence, three high schools in Kendari were chosen as the research setting.

Identification of the Problem

In general, Google Classrooms may have an impact on learning from a variety of perspectives, including cognitive, affective, and psychomotor. The majority of teachers believe that Google Classroom is one of the most effective learning media used in the classroom (Azhar & Iqbal, 2018). However, since the assignment is not bound by a schedule, it would be difficult for teacher to provide teaching materials and set tasks deadline. Meanwhile, the lack of auto-update

feature causes students to periodically refresh the page to see the latest announcement.

Based on the mentioned problem, there were several investigated aspects based on the teachers' view of Google Classroom implementation and its benefits for the learning process. Therefore, there should be intriguing topics to investigate, such as the causes of teachers not comprehending the way to utilize Google Classroom. Additionally, there are several problems on the online learning implementation, such as poor internet network, technology-illiterate teachers, and lack of internet data. Furthermore, the teachers' perception of the benefits of using Google Classroom in the teaching and learning process was also investigated in depth. In conclusion, these aspects were investigated to learn and discover more about the implementation of Google Classroom along with teachers' perceptions of its advantages in the teaching and learning process.

Delimitation of the Problem

Several problems might occur in the teaching and learning process during the COVID-19 pandemic. Therefore, this study focused on how teachers implement Google Classroom in English language learning along with teachers' perceptions of its benefits. The implementation of Google Classroom is significant for teachers to comprehend the utilization of Google Classroom.

Based on the identification of the issues mentioned, the scope of this study has been narrowed to be more concentrated, focused, and suitable for the research objectives; thus, the research was processed smoothly. In short, the focus of this

research is teachers' perception on the use of Google Classroom in senior high schools Kendari with the aim to discover the ways to implement the google Classroom in online learning during the COVID-19 pandemic.

Research Questions

Based on the research background, the researcher concluded multiple questions as follows:

1. How do teachers implement Google Classroom in English language learning at senior high schools in Kendari?
2. What are the benefits of using Google Classroom in the teaching and learning process as perceived by teachers?

Objectives of the Research

Based on the research questions, the objectives of the research are:

1. To know how teachers implement Google Classroom in English language learning at senior high schools in Kendari.
2. To find out the benefits of using Google Classroom in the teaching and learning process as perceived by teachers.

Significances of the Research

There are two significances aimed in this report, namely teachers and future researchers who are expected to make a valuable contribution based on the results of this research.

Teachers

Teachers are expected to consider the use of Google Classroom in online learning; whether it is necessary or effective. Therefore, this study is expected to be useful for teachers to become an input to bring innovations in the use of Google Classroom for the learning process and activities.

Other Researchers

This study is expected to be a source of information and knowledge about the issues and benefits of using the Google Classroom application in the teaching and learning process. This research is also useful to increase knowledge and inspiration on the implementation of Google Classroom during the COVID-19 pandemic.

Organization of the Chapters

This study is divided into five chapters, started with chapter one and closed with chapter five. The first chapter covers the context of the analysis, the identification of the problems, the delimitations of the problems, the research issues, the goals of the study, the importance of the study, and the study summary. The second chapter will about the literature review that shows some related theories about Google Classroom, its characteristics, and its benefits which are supported by several theories to support this research.

Meanwhile, the third chapter will the research methodology that discusses how this the research was be conducted. This chapter will also explain the design of the research, the data collection method, the participants of the research, and

the technique that will to analyse the data. The fourth chapter will the findings and discussion which reveal and discuss the answer to the research questions regarding teachers' perception on the implementation of Google Classroom at senior high schools in Kendari. The last chapter will the conclusion and recommendation that consists of a summary of the study.