

## **Chapter One**

### **Introduction**

In the first chapter, the researcher presents seven essential points in this research. The seven points include background of the research, identification of the problems, delimitation of the problems, research questions, objectives of the research, significance of the research, and organization of the study.

#### **The Research Background**

The Covid-19 pandemic has a significant impact on education in Indonesia. Initially, the teaching and learning process was always offline, but due to the Covid-19 pandemic, the learning system was changed to distance learning or online, where students learn from home. It has been recorded in Circular Letter number 4 of 2020, which contains an appeal from the Minister of Education and Culture to all schools in all districts to shift the learning process to distance learning or online learning to reduce social interaction.

Carrying out distance learning requires technology used as an infrastructure for channeling information between teachers and students. According to the United States Distance Learning Association, distance learning is used in the presence of distance and involves technology in it (as cited in Kovbasnyuk and Styfanyshyn, 2020, p. 38). The technology needed is an application used as a place for online teaching activities such as a Learning Management System. According to Fardinpour, Pedram, and Burkle (2014), an LMS is an application that teachers and students can use to access, share, report,

discuss, track online classrooms, documents, and even activities. In other words, LMS is a container or infrastructure that can be used as a virtual classroom in online learning.

Based on the preliminary observations, the LMS Google Classroom is widely used as a virtual classroom in Gunungkidul, especially in Wonosari subdistrict. Google Classroom is a virtual classroom released by Google Apps for Education in 2014 to facilitate teachers and students to achieve educational goals with a pleasant online learning environment (Harjanto & Sumarni, 2020; Shaharane, Jamil, & Rodzi, 2016; Sudarsana, Putra, Astawa, & Yogantara, 2019). Google Classroom also has many facilities to support teaching activities in running a virtual classroom. Harjanto and Sumarni (2019) mentioned that Google Classroom could support teachers' needs in managing the class, such as inviting students to join classes, create or upload materials, upload quizzes, give assignments, and organize other administrative tasks. Also, Nurhayati, Az-zahra, and Herlambang (2019) stated that using features in Google Classroom for learners is exciting and straightforward. Therefore, it is natural to use Google Classroom as a learning platform in many schools in Wonosari because it can be used as a virtual classroom that is easy to use among students and teachers alike.

Online and offline learning must involve instructional media in the teaching and learning process because instructional media is a medium that can help students in learning so that learning objectives are achieved optimally. Simpson (2018) stated that the distance learning system consists of various courses and media that support distance learning, even though there are still face-

to-face elements in its teaching. Also, Marpanaji, Mahali, and Putra (2018) mentioned that instructional media is a tool to channel learning material and make students comfortable achieving learning goals. Audio, visual, text, motion, people, and objects are the six forms of learning media in general (Marpanaji et al., 2018). However, the instructional media used in online learning is different from offline learning. Online learning uses media that can be displayed digitally. Digital media is media that involves technology in its display (Ratminingsih and Budasi, 2020). The media includes text media, audio media, visual media, audio-visual media, and multimedia. Although the instructional media used online and offline learning are different, those instructional media have the same function to stimulate student learning. The frequency of stimulation influences learning, and the stimulation is in the form of learning media (Indriyani, 2019). In other words, instructional media has an essential role in students' learning process, both online and offline.

Even though it has the same function as classes, virtual classes are different from traditional or offline classes. Not only from the online and offline systems but also the teaching system. The learning system in Google Classroom does not directly interact between teachers and students, and it is very different from offline classes. Teachers can provide clear and detailed instructions and explanations in traditional classrooms, whereas, in virtual classrooms, teacher interaction is limited because there is no direct contact between teachers and students. Rahmawati, Zidni, and Suhupati (2020) stated that Google Classroom could not replace offline classes because there was no direct interaction between students and teachers in online learning. In that case, the teacher must be even

more careful in choosing suitable instructional media. Ramdhani and Muhammadiyah (2015) stated that media selection must be based on criteria and must not be arbitrary because selection errors can have undesirable things such as long-term consequences.

Students can interact directly about the lessons discussed in the offline classroom, while in Google Classroom, students cannot interact directly. It is in line with a statement from research from Rahmawati et al. (2020), which stated that Google Classroom could not replace offline classes because there was no direct interaction between students and teachers in online learning. In other words, this has become the main drawback of using Google Classroom. In addition, based on preliminary interviews with students, some students said that the teachers often use PowerPoint slides so that students get bored quickly, and teachers also use videos with less detailed explanations so that students do not fully capture the essence of learning.

### **Identification of the Problems**

Based on a survey conducted by the Arus Survey Indonesia institute, there are many learning management systems used by 1000 respondents in Indonesia during a pandemic, such as Google Classroom, Ruangguru, Rumah Belajar, Zenius, Duolingo, Udemy, Birru, and others. In all LMS, teachers can freely input any media needed in their learning, such as pictures, videos, documents, and other media. However, of these platforms, the most popular integration is Google Classroom. According to Gunawan (2018), the use of media can be combined even more powerfully with the integration of other Google products such as

Google Drive for saving files, Youtube for uploading videos, Google Forms for making quizzes or questions, Google Docs, and Google Spreadsheets (Yanto, Setiawan, & Husni, 2020, p. 17). This feature can be an alternative for all Google Classroom users, especially teachers.

However, whatever platform the teacher uses can still cause problems for students in understanding learning materials because basically all types of LMS such as Google Classroom, Ruangguru, Rumah Belajar, and other similar LMS are the only function as a forum for channeling online information and instructions. Therefore, this research focuses on using instructional media on only one platform, namely Google Classroom. Moreover, according to preliminary observations, all English teachers in Wonosari subdistrict use Google Classroom.

### **Delimitation of the Problem**

This study does not discuss the use of instructional media in Ruangguru, Rumah Belajar, Zenius, or other platforms, but the researcher only limits research on media use in one platform, namely Google Classroom. Moreover, this research only focuses on Instructional media types are used and which criteria are more considered in choosing the type of instructional media used by English teachers in Wonosari subdistrict, Gunungkidul Regency. Through this research, the researcher obtained information about instructional media types used by English teachers in the Google Classroom and the criteria for selecting instructional media in the Google Classroom.

## **Research Questions**

The research questions investigated are:

1. What types of instructional media are used in Google Classroom by English teachers in Wonosari subdistrict during the Covid-19 pandemic?
2. What criteria are considered in selecting the instructional media used in Google Classroom by English teachers?

## **The Objective of the Research**

This research aims to:

1. To find out what types of instructional media are used in Google Classroom by English teachers in Wonosari subdistrict during the Covid-19 pandemic.
2. To know the criteria are considered in selecting the instructional media used in Google Classroom by English teachers.

## **Significance of the Research**

This study is expected to provide positive benefits for future researchers, schools, and English teachers.

## ***For Future Researchers***

This study can be helpful in further research. This study is expected to be used as a reference for those who want to research instructional media, especially instructional media used in Google Classroom. They can consider the same topic but with a different problem gap with this research and the others.

### ***For Schools***

Hopefully, the results of this research can provide some recommendations to schools related to instructional media. It is intended so that schools are better prepared to facilitate teachers in achieving teaching and learning goals.

### ***For English Teachers***

This study is expected to provide insight into what instructional media types are used in Google Classroom and the criteria for selecting instructional media. Thus, English teachers can also make this study a reference for choosing instructional media and looking for other instructional media alternatives that can be used in Google Classroom.

### **Organization of the Chapters**

This research is divided into five chapters. The first chapter discusses the background of the study, identification of the problem, delimitation of the problem, research questions, research objectives, significance of the research, and organization of the chapters. The second chapter discusses theories related to the topic under study. The third chapter discusses research methodology. The researcher displays research designs, research settings, research participants, data collection method, research instruments, data collection procedures, data analysis, and trustworthiness. The fourth chapter discusses the findings and discussions. In this chapter, there is a detailed explanation of data collection. This chapter also discusses the relationship between findings and theories in the literature review. The last chapter discusses conclusions and suggestions.