

Chapter One

Introduction

In this chapter, the researcher presents a research description. This chapter presents several points such as the background of the research, identification of the problems, delimitation of the problems, the research questions, the objectives of the research, the significance of the research, and the last point of organization of study discussed in these chapters. It also contains the purpose and reasons for researching Senior High Schools in Yogyakarta. Then, the researcher explains the outline and significance of this research at the end of this chapter.

Background of The Study

The Covid-19 pandemic is an outbreak or virus that spreads almost every country, including Indonesia. According to DetikNews (2020) “President Joko Widodo has confirmed that there have been cases of Covid-19 in Indonesia since March 2, 2020” (Covid-19 Case section, para 2). As a result, there are several fields that impacted by this situation, one of them is education field. Onyema et al. (2020) stated that “Covid-19 created serious disruptions in academic activities, as well as in career plans” (p. 111).

With this situation happening, the government in every country finally takes a policy by utilizing the use of technology as a means to facilitate almost all human activities, especially in the education field. According to Onyema et al. (2020) stated

that technology has the ability to make learning easier from anywhere, even at home. Which means that during a pandemic, teachers must facilitate students in the learning process even in online learning. Patrick and Sturgis argued that “teachers are expected to be able to better facilitate students inside or outside the classroom” (as cited in Islam, 2018, p. 58). The ability of teachers to integrate technology in teaching activities, especially during the pandemic, can have a positive impact on both students and teachers themselves. It was supported by Sholah (2020) who discovered in his study that teachers need to learn technology because technology has been proven to be effective in support in the learning process because it can provide other information and assist both students and teachers in learning process.

In Indonesian context, English is one of the subjects that exists at every school level and is tested in the National Examination. The importance of English’s role in learning process is to increase students' interest and motivation in learning foreign languages. Therefore, English teachers are supposed to cultivate learning English interesting either face to face or online learning. In contrast to face-to-face learning where the teacher can directly monitor the student learning process, online learning can take advantage of several learning media to continuously monitor learning outside the classroom.

In providing the best facilities, teachers are expected to choose learning media that can support online learning activities. The technologies commonly used in the education field, especially in school activities, is Google Classroom. Suri and

Nelliraharti (2020) stated that Google Classroom is an ad-free application so that help concentrate teaching and learning activities become more focus and this application is available for free. In addition, Google Classroom is a media used in teaching activities that can help teachers save time and is equipped with features that can manage the delivery of materials or assignments (Sholah, 2020, p. 7). With some features in Google Classroom, it can be suitable to be used by English teachers in language teaching. These features can be used by English teachers to increase students' motivation and discipline in language learning during the pandemic.

Sukmawati and Nensia (2019) stated that Google Classroom has an important role in English language teaching, such as easy interaction between teachers and students in private comments and triggering students can be more discipline in doing assignments. Many teachers have used Google Classroom as a media of learning in because the features provided are varied, and can help to motivate students to learn even outside the classroom.

To date with this current discussion on Google Classroom, some studies have been found researching the use of Google Classroom in teaching English. Harjanto and Sumarni (2019) presented the experience of English teachers in using Google Classroom. They focused on the experience on implementing the use of Google Classroom. In their research, while using the learning media, the English teacher felt that the use of Google Classroom was conducted successfully. Another study conducted by Syakur et al., (2020) by conducting research about the effectiveness of

using Google Classroom in Higher Education, they mentioned that Google Classroom is an extremely effective application in growing and motivating students to learn English. Further research conducted by Sholah (2020) regarding teaching and learning English using Google Classroom for Indonesian students, and it was focused on the benefits of Google Classroom also showed that the use of Google Classroom present positive impacts in the learning process.

From the three previous studies, there are several differences with this current research. The research conducted by Harjanto and Sumarni (2019) and Syakur et al., (2020) used a quantitative research method, while the current research possesses to utilize qualitative research method. Then in the settings, the research conducted by Syakur et al., (2020) carried out at Higher Education while this research is conducted at Senior High School. The three studies also have different focuses; teaching experience, the effectiveness of using Google Classroom, and the advantages of using Google Classroom in English language teaching. On the other hand, the current research focuses on the point of view of English teachers in using Google Classroom and the obstacles faced by English teachers when using Google Classroom.

Based on the aforementioned discussion, it can be assumed that English teachers have different way in using Google Classroom as a learning media in language teaching. In addition, using Google Classroom for English teachers triggers different obstacles when integrating the learning media into English language teaching. In short, this current research aims to dive the activities and the obstacles of

using Google Classroom in English learning process possessed by English teachers. This research is essential since those two inquiries are potential to embark new insights of how Google Classroom can be used and to tackle upcoming issues.

Identification of the Problems

The Covid-19 pandemic that has occurred in Indonesia has limited all activities, both in workplace and educational setting. When the first Covid-19 case announced, the world of education, especially for all school activities, was suddenly forced to close. The impact of this pandemic has made the government finally decide that all learning activities in schools are carried out online from home. Online learning should be implemented because the leaning process must go on and could not be closed for long time. Even though teaching and learning activities were carried out from home, teachers are still obliged to carry out their roles like when they were teaching in the classroom. Likewise, students are also required to take part in learning and do their school assignments even though the atmosphere will be different as in the classroom.

In this sense, Google Classroom is one of the technological developments designed by Google specifically for teaching and learning activities used by teachers and students. Since the Covid-19 pandemic, schools have increasingly used Google Classroom to run online teaching and learning activities. Based on the researcher's preliminary observation directly at schools, especially during the pandemic, schools do use Google Classroom as their learning media in teaching and learning. Google

Classroom is used in all subjects at the school to help teachers with online education. For English subjects, English teachers also use Google Classroom for online learning, this media has a role in learning English. However, using Google Classroom is undoubtedly a new thing for some teachers in Indonesia. It is therefore, this research is conducted to nuance the use of Google Classroom through diving its activities presented by teachers. Also, the obstacles of Google Classroom become the second inquiry.

Delimitation of the Problems

In this current research, the researcher focused on the activities and obstacles of English teachers in using Google Classroom as a learning medium for English language teaching. Then, the researcher limits this research to investigate the activities and the obstacles during the pandemic back then. Lastly, the researcher discusses the activities and obstacles faced by the English teachers in Senior High Schools context in Yogyakarta.

Research Questions

Based on the background and mentioned problem the researcher investigates two research questions in this study. The researcher formulates two questions as follows:

1. What activities are conducted by the Senior High School English teachers using Google Classroom during the Covid-19 pandemic?

2. What obstacles are faced by the Senior High School English teachers in using Google Classroom as online learning media during the Covid-19 pandemic?

Objectives of the Research

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

1. To identify the Senior High School English teachers' activities in using Google Classroom as learning media during the Covid-19 pandemic.
2. To know obstacles are faced by Senior High School English teachers in using Google Classroom as an online learning medium during the Covid-19 pandemic.

Significant of the Research

The findings of this research are expected to give benefits for several parties, such as:

For the institution. This research can assist institutions to identify the specific activities and obstacles English teachers encounter while using Google Classroom, institutions can gain valuable insights into the activities and barriers hindering effective online English language learning. This knowledge can inform targeted strategies to address these obstacles and improve the overall learning experience for both teachers and students.

For teachers. This research can be used as consideration for English teachers in using Google Classroom as a medium of learning in language teaching. The results

of this study are expected to help English teachers know the point of view of English teachers who have used Google Classroom and can provide an overview of what activities can be done in Google Classroom and what obstacles may arise when teaching using Google Classroom. Consequently, English teachers can adapt and apply Google Classroom as a learning medium in online teaching and learning activities.

For future researchers. This research can be used as a reference for future researchers who want to discuss the same topic. Besides, this study can also help other researchers regarding the perceptual point of view of English teachers in using Google Classroom during a pandemic. The findings also can be used by other researchers to expand the discussion under the topic of E-learning activities and obstacles.

Organization of the Study

There are five chapters discuss in this research. First, chapter one explains the background of the study from the research, identification of problems, delimitation of the problems, research questions from the research, objectives of the research, and significant of the research. Then in chapter one, the researcher explains the reasons why the researcher is interested in exploring this topic.

In chapter two, the researcher explains a literature review that contains theories related to technological online learning, online learning media, Google Classroom, the activities in Google Classroom for ELT and the obstacles faced by

English teacher in using Google Classroom. Then in chapter two, the researcher explains some additional concept that are following the theme of the study.

Further, in chapter three, the researcher explains the research methods used for this research. The research method used in this research was a qualitative method using a descriptive qualitative. Then, the research setting is at one of the senior high schools in Yogyakarta. The participants in this study were four English teachers who used Google Classroom during the Covid-19 pandemic. Then, the data collection procedure used interviews and reflection to answer the questions on activities and interviews to answer the question on obstacles.

Chapter four explores the findings and discussions of the research. There are seven findings of this research related to the activities in Google Classroom for English language teaching, including using class announcement or GDrive for giving instruction, using variety e-learning materials with attachment features, giving audio and audio media in forum class, using classwork to provide reading texts, assessing the students to make a video recording to practice, using classwork to giving simple writing activities, and giving quizzes and games activities in classwork. Meanwhile, the findings related to the obstacles faced by English teachers in using Google Classroom, include inadequate facilities, limited access to monitor students directly, lack of student motivation, lack of communication between students and teachers, lack of formatting in Google Classroom post and assignments, and unaccomplished learning objective.

Chapter five consists of two parts, conclusion and suggestion. The conclusion presents a summary of the study. The researcher concludes what this research is about, how to collect and analyze the data, summarize findings and discussion. Then, the researcher shows some suggestions for teachers, institutions and other researchers in other to make better research in the future.