CHAPTER I
INTRODUCTION

This chapter presents background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

1.1 Background of the Study

Earning the full experience of learning is basic right for every students as well as in the University of Muhammadiyah Malang. In the current status quo, the demand of learning experience overlap the learning hours provided in the classroom. This problem significantly affect the students of FLSP class. FLSP refers to the English program designed by Language Center and compulsory for both freshmen and transferred students of University of Muhammadiyah Malang (UMM). The FLSP class are covered four basic skills of English, namely: speaking, listening, reading and writing. It means students need to perform their best to all of skills in order to pass the subject. It matter because the grant of FLSP is earning the Diploma degree of English proficiency.

Meanwhile the limitation time of study, in which FLSP class only conducts in two hours per weeks, truthfully not enough to cover the students need. The mobility of the students for joining some personal development activity such as competition, training, general lecturer and international exposure sometimes effect upon their performance on the class. This could effect for their score and personal insight as well. Some students fail in subject due to the lack of the physical attendance upon the class. Students as the client for the education service deserve to get full learning experience.

To respond this issue, the FLSP instructor can rely on the use of technology. It is general truth that the rapid change of the technology trigger the massive change on information globally. People easily to share the picture, video, document not only using an email but many other invention apps and web platform, including Google classroom. According to Beal (2019), “Google classroom is a free collaboration tool developed by Google for teachers and students in creating online learning experience including task assignment, quiz and discussion”. It means that Google classroom provide the opportunity for the students to engage with the distance learning. The scenario of the students who are not be able to physically attend the class might not be negatively judge by the educators itself. Even, the government also encourage to be facilitate the students’ need upon any scenario.
Government regulation number 24 of 2012 article 2 states that “distance education functions as a form of education for students who cannot attend face-to-face education without reducing the quality of education. Distance learning aims to improve the expansion and equitable access to quality and relevant education as needed.” Therefore, the existence of e-learning platform such as Google classroom would significantly help the current issue faced mostly by the students who could not participate in the classroom activities. Meanwhile, the FLSP instructor also could try new learning method with the support of technology.

In brief, this study focuses on how the FLSP instructor try to implement the use of Google Classroom which potentially help to increase the learning quality. In order to minimalize the lack of learning experience by the students, this status quo is quite interesting to be researched.

1.2 **Statements of the Problems**

Based on the background of the study, the research question is stated as follows: What are the FLSP instructors’ perspective in using Google Classroom for conducting FLSP class at the University of Muhammadiyah Malang?

1.3 **Purposes of the Study**

In line with the research question, the purpose of this present study is to uncover the Instructors’ perspective in using Google Classroom for conducting FLSP classes.

1.4 **Significance of the Study**

The results of this study are expected to give input to the education system in teaching and learning process, especially in FLSP class. The result would portray the FLSP instructors’ perspective in using Google Classroom for conducting their classes by the use of technology. Besides, the result of this study can be used as a reference for further researchers who are concerned with the area of teaching and learning methodology.

1.5 **Scope and Limitation of the Study**

The scope of this study is on the use of Google Classroom conducted by FLSP instructor at the University of Muhammadiyah Malang. The FLSP class are including reading, speaking, listening and reading.

1.6 **Definition of the Key Terms**
In order to avoid misunderstanding and misinterpretation of the meaning of the terms used in this study, the definitions of the key terms are presented below:

1. **Google Classroom** refers to the free collaboration tool developed by Google for teachers and students in creating online learning experience including task assignment, quiz, and discussion (Beal, 2019).

2. **FLSP** refers to the English program designed by LC and compulsory for both freshmen and transferred students of UMM based on the Rector Letter of Reference (LC UMM, 2018).

3. **FLSP Instructors** refers to educators who teach English skills namely: speaking, listening, reading and writing at the Language center of Muhammadiyah Malang University (LC UMM, 2018).

To sum up, this chapter has already highlighted the introduction of the study that consists of background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation of the study, and definition of the key terms.