CHAPTER I

INTRODUCTION

This chapter discusses about the background of study, problems statement, research problems, purposes of study, research significant of the study, scope and limitation, and definition of key term.

1.1 Background of Study

In the era of globalization, online and mobile technology is closely related to learning and teaching activities. There are a lot of strategies used by teachers to provide material. Especially now, the coronavirus (COVID-19) is rife in Indonesia and requires all teaching and learning activities to be done at home using the online method. Sobiah (2020) said that the existence of a pandemic (COVID-19) creates new challenges for traditional or face-to-face learning activities. Indonesia is the countries that used traditional education system methods. In this pandemic, Indonesia inevitably has to use a new way, which is online learning. It will become very challenging for teachers and students because of experience and inadequate preparation makes learning activities difficult for both teachers and students. The government has many ways and policies regarding this online learning to resolve the problem properly gradually.

This pandemic is a reminder to us that keeping up with technological developments is very important. This case proves that technology has a close relation with learning activities. Macdonald Janet (2010) said that technology is closely related to the everyday part of learning. It Modes that the development of technology dramatically influences learning activities in teaching. According to Kumar & Bervell (2019), current students are millennia’s who always seem to live alongside technological developments. They explained that the current generation has a definite tendency in the world of technology. Therefore, the method given is appropriate to adjust and follow effects. A survey by the Association of Indonesian Internet Service Providers (APJII) for the 2019- Q2 / 2020 period noted that the Indonesian people, accounting for approximately 196.7 million people are internet users, while the total population of Indonesia was 265.7 million. The utilization of the internet network is characterized by the use of
computers and cell phones. This fact is increasingly convincing that more than 50% of Indonesia's population uses the internet and, of course, understands how to use the internet. Therefore, the development of Indonesian technology must also follow it.

Now in education, there are many ways that teachers and students can learn and share information. The applications support the continuity of teaching and learning, commonly called the LMS Learning Management System, such as Schoology, Blackboard, Edmodo, Google Classroom, etc. Learning activities will become more varied, creative, and challenging for teachers and students from the existing application.

In 2014 Google Apps for Education (GAFE) created a Google Classroom application. Google Classroom is one of the best applications to assist teacher and student activities Shampa (2020). This application is easy to use and can save the time of teachers and students in learning activities anywhere but, this application uses internet access. Google Classroom also helps teachers to create and organize assignments quickly, provide effective feedback, and communicate with their classes with ease, Izwan Nizal Mohd Shaharanee et al., (2016). Google Classroom is very easy to access and can be used for free just by registering on the google application for an educational account. Therefore, it can be considered by the teacher to use this application in teaching activities because it is convenient for teacher and students.

Google Classrooms also has the sophistication to work together in groups collaboratively Abd. Syakur et al., (2020). Islam et al., (2019) also said that Google Classroom can be a positive example of technology not just being an online learning platform. It enhances personalized, anywhere and anytime learning that resembles learning beyond the classroom. Google classroom has many benefits, which the researcher have mentioned above. Using Google Classroom looks easy and flexible. Even though students still need a basic understanding of operating Google Classroom. It will be perfect because learning activities will run better for students and teachers.

Kumar & Bervell (2019) in their research entitled "Google Classroom for mobile learning in higher education: modeling the initial perception of students"
explore the used of Google Classroom provides an effective productivity in learning." Used Google Classroom was one of the most important factors because students can use mobile technology well, and it is helpful for their education. On the other hand, Abid Azhar & Iqbal, (2018) researched Effectiveness of Google Classroom: Teachers' Perception" found different results used Google Classroom from a teacher's perspective. The researcher found out Google Classroom is only a tool to facilitate teachers in managing documents and primary classes. Using Google Classroom is also considered a little tricky because teachers cannot monitor their students. Students indeed opened the Google Classroom application or opened other notifications. The features provided in Google Classroom are incomplete. So that Google Classroom does not provide significant changes in teaching methodologies and use of Google Classroom 50% successful and 50% fail.

In addition, another research conducted by Izwan Nizal Mohd Shaharanee et al. (2016) entitled "The Application of Google Classroom as a Tool for Teaching and Learning," noted almost all students are satisfied with Google Classroom as a tool in learning activities. However, based on the results of the study above, the researchers did not analyze Google Classroom's application for online learning on students’ perceptions. In addition, other research conducted by Kumar & Bervell (2019) in their study entitled "Google Classroom for mobile learning in higher education: modeling the initial perception of students, the researcher wrote about the limitation of their research, that their found difficulties in generalizing the results of the study because of the limitation of the sample. Therefore, in the study, the researcher examined online learning using Google Classroom, whether it impacts student learning productivity.

In addition, Islam et al. (2019) in the title "Bangladeshi University student's perception on using Google Classroom for teaching English." Where this research focused on the benefits and challenges of using Google Classrooms, researcher found several things such as students opinion about the challenges they found using Google Classroom, that is how they operate the application, they think that the teacher provide knowledge or training the basis of how to operate Google Classroom is important because many students do not understand and are still
confused about its usage. Students also mentioned some of the technological barriers they face when using Google Classrooms, such as lack of personal messaging options, barriers to using Google Classrooms with email addresses with different domains, fraudulent choices for students, and problems with auto-updating homepages (streams). From the research results above, both those carried out in Indonesia or other countries still have different answers and confuse. So maybe it is still a big question for researchers, readers, and teachers to use as a reference.

In this study, the researcher conducts a study about the application of Google Classroom to online learning on students' perceptions that use a qualitative and quantitative analysis whose data take through provide questioner and interviews. The data handle use convenience sampling and the participant is from ELED students in semester 8. This research is very important because during the pandemic (COVID-19) all activities are required to online, in learning process also use the online method. In this situation, learning process need applications such as Google Classrooms in their learning activities. Many students and teachers at the University of Muhammadiyah Malang also use Google Classroom in teaching-learning activities. Therefore, this research can be seen how the use of Google Classroom has a good impact or not. So this is very important to know the students’ perception toward the use of Google Classroom on online learning of the 8th semester students of ELED UMM.

1.2 Problem Statement

Teachers use various strategies for the effectiveness of their students in learning, in traditional methods or online classes. By using an online course, the teacher aims to make students more independent and get new experiences. Google Classroom can be used as an application that supports teaching and learning activities. Based on the statement above and the consideration that it is still rare to analyze this topic, especially in UMM is about Google Classroom from students' perspective, while many students at the University of Muhammadiyah Malang use Google Classroom as an application to help their learning activities. Therefore, this research focused on students' perceptions of ELED at the University of Malang about using the Google Classroom application as online learning.
According to problem statement above, the researcher took research questions for research as follow:

1. How are the students’ perceptions toward the use of Google Classroom on online learning of the 8th semester students of ELED UMM?

1.3 Purpose of the study
Based on the research question that has been compiled above, the purpose of this study was to determine student perceptions of the use of Google Classroom in online learning at ELED UMM, while the aspects of perception investigated were satisfaction, student understanding, positive and negative impact of google classroom in online learning.

1.4 Significance of the Study
The significance of this study deals with two aspects. The first aspect is theoretical. This study is expected to contribute theoretically, complement previous theories related to language, teaching, methodology, and linguistics in the use of google classroom as online learning.

The second is practical. Researchers expect that the results of this study can be a contribution for the English teacher and the future researcher. For the English teacher, the researcher hopes the result of the study can be used as a consideration by teachers when doing online learning. And for the future researcher, the researcher hopes this study could give information and help the future researchers in their research.

1.5 Scope and Limitation
Based on the statement of problem above, the researcher considered to make the scope and limitation for this research. The scope of this research only focuses on students’ satisfaction and students’ perception toward the use of Google Classroom in online learning. Besides, the limitation is only to identify students’ satisfaction and perception of Google Classroom on online learning of the 8th semester of ELED students at UMM period of 2017.

1.6 Definitions of Key Terms
To make clearer in recognizing this research, the researcher must give some definitions related to the research’s title.
a. Perception is the process of achieving awareness or understanding of sensory information by using your way of thinking about an idea, paying attention to something with the senses, and the ability to understand something Qiong, (2017).

b. Online learning is a range of technologies such as email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart educational information Dhull & Arora, (2017).

c. Google Classroom is an online application that is used to help teachers and students in learning activities Abid Azhar & Iqbal, (2018).