

# CHAPTER 1

## INTRODUCTION

### 1. Background of Study

The COVID-19 virus, which first appeared on December 2019 and has spread worldwide (WHO, 2020), has been affecting the educational field until today. In this case, Murphy (2020) stated that schools, higher education, and other higher education institutions worldwide were closed as a drastic measure to curtail mass infection. Further, this virus is also spreading in Indonesia (Okmawati, 2020) argued that since March 2, 2020, a Japanese dancer instructor and her mother were tested, and they both were confirmed to be positively affected by the virus. Thus, the government instructs not to make any activities outside to prevent the COVID-19 virus. As a result, schools and colleges are closed for a long period. One of the effective ways to avoid the spread of the epidemics, particularly among students is closing schools (Cauchemez, Ferguson, Wachtel, Tegnell, Saour, Duncan, & Nicoll, 2009; Cowling, Chan, Fang, Lau, So, Fung & Peiris, 2010; Wu, Cowling, Lau, Ip, Ho, Tsang & Riley, 2010; Jackson, Vynnycky, Hawker, Olowokure & Mangtani, 2013). Moreover, the Indonesian government mandated that due to the pandemic, learning activities are carried out online. It means that through online learning, there is an absence of face-to-face contact between students and teachers in the classroom (Midgely, 2018).

In this regard, online learning becomes an accurate solution to conduct the teaching and learning process during this pandemic era. Online learning is a teaching and learning process through utilizing technology. According to Seedi & Biri (2016), technology can give a positive impact on the learning and teaching process. Moreover, teachers require the platform as a tool for interactions with the students, for example, Google Meet, Google Classroom, Skype, Zoom, etc. However, the most common platform used by Indonesian teachers and lecturers in the learning process is Google Classroom (Suhroh & Cahyono, 2020). In this case, Iftakhar (2016) states that this application is measurable and interesting for the online learning process in our education.

Nowadays, school and college environments have been very familiar with Google Classroom. According to Beal (2017), many teachers and lecturers use this platform as a tool to give the material to the students and collect the students' tasks. This app is specifically made for the online learning process (Okmawati, 2020). Google Classroom also can be operated through a smartphone and can be used in the classroom and outside the school.

The learning process using Google Classroom can be conducted through several activities, such as asking for students' presence within the given time (15 minutes) and then the teacher giving the file containing materials to be learned, it could be in form of a text file or video (through link) to be analyzed. Furthermore, students can participate in the discussion forum by using the comment section of Google Classroom. After the task is finished, the teacher will upload the task for the students with the deadline within 3 days through the Google Classroom link given by the teacher. As result, Google Classroom created a great interaction whether student-to-students, teacher-to-students, or even the other way.

In the previous study, Azhar & Iqbal (2018) focused on assessing the effectiveness of Google Classroom in higher education classes. The findings indicated that teachers observed it as only a facilitative tool utilized for document management and basic classroom management, without making a lower learning process. Further, Fonseca & Peralta (2019) emphasized investigating the use of students' Information and Communication Technologies (ICTs) to learn their writing skills outside of the classroom and analyzing the impact of Google Classroom on development skills in other places. The results revealed that the use of this platform eliminates challenges in teaching and learning writing between teachers and students. Moreover, Saidu & Mamun (2022) aimed investigate the factors that influence the use of Google Classroom as learning management and teachers' attitude to operating. They findings, inform the teachers about the key aspects of Google Classroom used during and post-pandemic effectively. In addition, Liu & Ren (2021) aimed to investigate the extent to which possible conflict of teaching philosophy influences Chinese EFL teachers' perceptions of TBLT and the factors that may impede the implementation of TBLT in Chinese college EFL teaching. 8

They concluded that if the implementation of TBLT is overemphasized then it can influence the role of traditional Chinese values. Besides, Suhroh & Cahyono (2020) focuses on the known perspective of Indonesian teachers regarding teaching usage in blended teaching. They found that almost all the teachers used blended teaching and had three beneficial treatments which are data analysis, accessibility, and as communication.

However, little is known about the involvement of technologies in Critical Discourse Analysis (see Ideland, 2021; Nartey, 2021; Roslan et. al., 2022). Even, none the research has investigated the use of Google Classroom to teach CDA. As an example, (Zhu et. al., 2019) aimed investigated undersanding how teaching attendance, social attendance, and cognitive attendece are showed in online learning environment. Findings showed that the participants enthusiastically parcipipated in discussion. Further, (Zhang et. al., 2019) aimed at exploring primary school teachers' technological pedagogical content knowledge (TPACK) in online collaborative discourse. They found that general pedagogical and pedagogical content enacted to teachers' knowledge in the context online discourse.

This study is based on that a teacher of an English education deparment of a state university in Tasikmalaya applied Google Classroom as a solution for teaching her course (CDA in ELT) during the pandemic. She was recruited as the participans of this study because she consistently used GC when teaching CDA in ELT. One of the aims of CDA course is students have capacity to analyse texts and be able to relate the analysis to the concerns of Critical Discourse Analysis course in education (syllabus, 2022). Therefore, the assignments of this course are mostly text-based document of analysis. Based on the syllabus, students are expected to submit their analysis to the lecturer almost each week. Due to the large number of students, the lecturer will have a lot of documents to see. The most common way to submit students' work is using e-mail. However, the method seems so overwhelming for the lecturer that she needs to check, scroll down and discover each document. However, by using Google Clasroom, the students' works are collected under specific segment. Therefore, the lecturer is easier to check students work. However, only the teacher of CDA in ELT course who available to be the participants of this study. Additionally, CDA research tens to focus on investigating ideologies (Tian et. al., 2022),

power relations (Hashemian et. al., 2022), identities (Yousaf et. al., 2022), framing (Hart, 2023) and other related issues in CDA investigation. Nevertheless, the investigations of CDA viewed from the pedagogical perspective (teaching CDA course through Google Classroom remains under-researched). To fill this gap, the present study aims to investigate the teacher's perception of the use of Google Classroom as a teaching activities platform in the CDA in ELT course.

## **2. Formulation of The Problem**

A research question based on this study is "What are the teacher's perceptions of the use of Google Classroom in the CDA in ELT course?"

## **3. Operational Definitions**

To handle misunderstanding about the terms of this study, the writer provides these definitions as follows:

**3.1 Google Classroom** : Google Classroom is a platform used by the teacher to facilitate online teaching in CDA courses, especially for exercises, activities, planning work complexly, reactions, and acts.

**3.2 Critical Discourse Analysis in ELT course** : CDA in the ELT is a course which analysis the way we can analyze the text and social context. The course focuses on analyzing the text and the social context in ELT which consistently uses Google Classroom.

**3.3 Teacher perceptions** : Teachers' beliefs and opinion in utilizing the Google Classroom platform as a tool to communicate with students by giving information about the materials and tasks to students outside the classroom.

#### **4. Aim of The Study**

This study aims to investigate the teacher's perception of the use of Google Classroom in the CDA in ELT course.

#### **5. Significance of The Study**

This study is expected to generate beneficial results in three ways, that is;

##### **5.1 Theoretical Use**

This research will complement the theory of teacher perceptions about using Google Classroom task-based in the Critical Discourse Analysis course.

##### **5.2 Practical Use**

This study will present insight for teachers students and policymakers for using Google Classroom as a task-based platform in the Critical Discourse Analysis course.

##### **5.3 Empirical Use**

This study will present empirical value for perceptions of using Google Classroom in teaching English, especially from the ELT teacher's perception.