

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Nowadays, the emergence of online learning is considered crucial since the worldwide spread of COVID-19 occurred and affected the educational sector. As instructed by the Minister of Education and Culture of the Republic of Indonesia (Mendikbud, 2020b), each school has carried out online learning or distance learning as a preventive way to break the chain of the virus since 17 March 2020. Learning activities are carried out online at home through an online learning platform. In the course, teachers and students do collaborations in which teachers give and share the materials and information while students receive and access it. According to Krish (2008), students can use the online learning environment to not only access information and materials, but also to connect and collaborate with other students in the course.

Almost all teachers in Indonesia use various online platforms to get easier methods to teach their students today. Some platforms were used during online learning to help students in learning at home effectively such as Moodle, Edmodo, and Google Classroom. As one of the most frequently used online learning platforms, Google Classroom is used to give the chance for the students to learn with very helpful features. It has many features and helps teachers save time, keep classes organized, and improve communication with students (Iftakhar, 2016). The teachers are allowed to conduct online learning every day.

An Islamic boarding school (Pesantren) in Tasikmalaya used Google Classroom for students who were unable to join the conventional classroom due to certain conditions in the COVID-19 pandemic. This school had a face-to-face meeting because it is a boarding school. The school had online meetings for about three months. Besides, the school tried to have offline meetings again when the condition was much better than before. However,

for who should stay at home for certain reasons, they have to join online learning through Google Classroom. The students can find many features and teachers can post the tasks or materials on the platform. They have the same learning opportunities as students who are in boarding school. On the contrary, they are not allowed to use gadgets in school. The teachers have to prepare two kinds of learning, offline or face-to-face learning and online learning within Google Classroom. They go to school for teaching, then they have to teach in online classes for students who stay at home. They usually show some videos and slides of presentations to get an easier explanation for the students in online learning. Additionally, they always check students' assignments in Google Classroom. Thus, teachers must be ready and prepare everything to take face-to-face learning and online learning.

Online learning is a choice to continue students' learning in this pandemic as the policy of the government. It used technology and the improving media today such as computers, laptops, and smartphones. According to Kuh (2001), proof of a student's active participation and learning outcomes can be easily seen by technology. With this intention, a sequence of learning activities in a subject distributed through a network providing access and information sharing is referred to as online learning (Eko, Atmojo, Nugroho, & Author, 2020).

The previous study revealed the experience of the teachers with the use of Google Classroom as learning media for several high schools and it occurred before the pandemic. On the other hand, in this research, the researcher would like to investigate the perception of teachers in Tasikmalaya, West Java, Indonesia about the impacts of using Google Classroom in English language teaching in an integrated boarding school during the pandemic.

1.2 Formulation of the problem

In this study the researcher addressed the following question:

“What do teachers perceive about the impacts of Google Classroom on English language teaching during the pandemic? “

1.3 Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides the definitions related to this study, as follows:

1.3.1 Teacher’s perception: the way teachers indicate their ability to understand the use of Google Classroom during online learning.

1.3.2 Online learning: a modern learning process through the internet such as virtual classes or learning by a platform and it takes place across distances.

1.3.3 Google classroom: Google classroom is a free web service created by Google for schools that aims to help teachers and students in the teaching-learning process in many forms such as presentations (PowerPoint presentation), virtual meetings, several tasks, and grading.

1.4 Aim of the Research

The present research is aimed to investigate the perception of the teacher about the impact of using Google Classroom in English language teaching during the COVID-19 pandemic.

1.5 Significances of the Research

1.5.1 Theoretical use: This research contributes to enriching the literature review of the use of Google Classroom perceived by teachers.

1.5.2 Empirical use: This research will show empirical insight into how teachers experience teaching English through Google Classroom during pandemics.

1.5.3 Practical use: This research will help the readers or teacher to get a better understanding of Google Classroom and motivate them in the teaching-learning process, to deliver and upload the material, grade students, give feedback, virtual meetings, and have good communication as expected as learning in class.