

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

In recent years, English is the most used language to applying in school all over the countries. English is one of an easiest language to learn due the fact that there are loads of sources available on the internet, bookstores, television, and so forth. Naved (2015) notes, children are educated and supported to learn English as a second language and in the level of university, students in the majority of nations learn a largest part of their subjects in English to achieve more accessible international students' material. Consequently, it is such a necessary for everyone to learn English in an attempt to get in touch on the international level.

Along the lines of it, people also realize the role of media advancement in classroom. Gerlach and Ely in Anwariningsih & Ernawati (2013: 123) indicate a media is something which conducts conditions for making student competent to understand knowledge, skills, or attitudes in the form of human, materials, or events. After that, a learning media is media that transfers information and ideas that have educational purposed or teaching intentions.

The usage of media connects the students, helps student's knowledge improved, encourages the subject material, and shows the significance of numerous ideas. Anwariningsih & Ernawati (2013: 123) affirm that the media usage more implies to the technology usage. Today is the moment to use computers commonly in education. The usage of computers make the media become interactive, and the meaning of computers here does not indicate to

computer as hardware, although it indicates to the way students react to the stimulus showed in the screen. Derived from the growths of technological media, Arsyad (2006) in Anwariningsih & Ernawati (2013: 123) cited Seeks and Glasgow who divide media into 2 kinds, which are Traditional Media and Modern Media Technology.

Those media can be applied in all subjects to develop learning, even in a classroom or out-of-class coursework, and media can incorporate various online technology tools that let students and teachers to connect easily to give information and references. They can connect all the way through text, voice, video, and image by internet. As a result, the teachers could teach both of students' internal and external classrooms.

Thus, to use that media, many teachers nowadays always think of innovative ways in order to enrich their teaching methods and students' knowledge. It keeps on to be assisted for every kinds of particular language learning activity, for instance oral practice, developing reading and writing, then do research with internet and books or e-books, look at videos, and prepare them in some activities for examination or quiz. This kinds of circumstances can afford a greatly enlargement towards the traditional tools in the classroom like papers, whiteboard, textbooks, and all that.

Moreover, people always continue to find creative and potential innovations that can adopt and customise the approaches or methods to associate with students' need in learning. One of the new technologies finding in educational world is Google Classroom. It launched in 2014 on August 12<sup>th</sup>. Google

Classroom is one of Google Apps for Education parts, which merges students and teacher e-mails, documents, then store it all automatically in Google Drives in order to make the students and teacher well organized, and all of these things use no paper at all. It helps teacher to maintain the class organization, time saving, and get better communication with students in attractive way (Google Inc, 2014). So, the assignment management is easier in paperless system and it is a best instrument to use with students.

People can get Google Classroom by download it in App Store or Play Store, otherwise people can visit <http://classroom.google.com> to sign up or sign in personal computer (PC). At the first step, after sign in, it will be asked if the registrar are a teacher or a student, if the registrar wants to create a class, then select “teacher”, and select “student” if the registrar wants to join a class.

Within Google Classroom, in the class that teacher created, teacher can immediately notice the students who already done the assignment, do feedback, and team up with their friends such as share files and assignment. At that moment, teacher can use further time with the students with paperless work and both teacher and students can upload and share the topic materials and give feedbacks and comments to one another.

Google Classroom already used by some lecturers in its usage in classroom in English Language Education at FKIP Universitas Islam Riau, and had a various responses by the students. On the contrary, it also needs to know the play of Google Classroom through the students’ eyes. As a result of realizing the dissimilar perception from students, teachers are capable to try out the new

strategies of this technology used to associate with the students. Albeit the technology usage is good in general, but in reality it is not. Linked to Burbules and Callister (2000) in Lavin (2009: 2) point out, it can be used well or badly, rely on its efficiency on how the students used it and students' purposes. Students cannot be played as a passive knowledge-consuming in teaching and learning process any longer. They are expected to be further independent and keeping up in the process.

Nonetheless, Kim et al (2013) mention, a new technology usage in teaching and learning is refused by some teachers and students, because of the new learning culture that they cannot accept. The usage of mobile learning in classroom situations would not be the same, because the students get an opportunity to use their mobile devices, like mobile phones, tablets, or other things like laptop. This situation forces the teachers and students to have those kinds of technology devices, although not everybody in the classroom can afford it.

Students' perceptions will present suggestions for upcoming difficulties on learning media, especially the Google Classroom applied by lecturers in the classroom. Then, it will show a crucial key of student action and student understanding that can be helpful for teacher inferences to explain and to intent the purpose of teaching and learning process. Even though in the similar classroom the similar teacher gives the similar instructions for all students, every student will understand the ideas in a different way and get different experience from the learning process. Students' obstacles in their learning by using Google

Classroom will consider efficiently by using these perceptions and it can be assisted by teachers to guide and to teach the students in an interesting way.

In the final analysis, there are some relations between the applying Google Classroom and students' perception of Google Classroom usage in the classroom. Students' perception will show up the changes in teaching English as Second Language in a certain way, which is applied by Google Classroom. Then again, the researcher believed that their perceptions are the representative of their views, feelings, and confidences about an object and it can be used to think about students' need delicately, so the teacher considered the technology invention used in the classroom. As a result, the researcher interested to commit this research entitled **“Students' Perception of Google Classroom in English Language Education at FKIP UIR”**

## 1.2 Identification of the Problem

The strategies of teaching and learning by using media technology still face several challenges in school, especially for Google Classroom.

First, there is a different interpretation from students understanding of teaching and learning process. Albeit, they are still in the same classroom with the same teacher and same commands.

Second, some teachers and students need interaction in person to get an effective learning, even for students with special need or students with lack of technology resources, like PC, smart phone, or internet, then they also believe that they are not the part of the new learning culture.

Last, it used to be a study on how students' perception on the application of Google Classroom. It is crucial part to examine and resolve the student difficulties, so it will attain the student's purposes or student's needs. Then, it will help teacher to develop their strategies in teaching.

## 1.3 Focus of the Problem

In light of the fact that there are a broadly problems in the research, the researcher limits the problem focus on the students' perception of Google Classroom applied in English Language Education at FKIP UIR based on the indicators of Davis's theory in 1989 which are Perceived Usefulness, Perceived Ease of Use, Attitude toward Using, Behavioural Intention to Use, and Actual System Use.

#### **1.4 Research Questions**

Rest on the limitation of problem, the researcher formulates a question to elicit the answer in to: “What are students’ perceptions on the usage of Google Classroom in English Language Education at FKIP UIR?”

#### **1.5 Objective of the Research**

In consideration to get the answer of the formulation problem, the researcher has objective to find out the students’ perception of Google Classroom in English Language Education at FKIP UIR.

#### **1.6 Significance of the Research**

The significances of this research are expected to contribute information about the following concerns:

1. The research could inspire the teachers or the lecturers to choose Google Classroom as media to easier the teaching and learning process in the development of technology.
2. The research could help teachers who will use Google Classroom for their teaching media as one of their references.
3. The research could give beneficence for the readers or the English students who want to improve and increase their knowledge about the effect of technology used in teaching and learning.

## 1.7 Definition of the Key Terms

With a view to avoid misinterpretation and misunderstanding about the term used in this research, the researcher defines the following terms:

### 1. Students' Perception

Walgito (1999) in Melisa (2013: 12) Students' Perception is a result of process in recognizing, interpreting, and evaluating of characteristic, quantity, and condition towards an object by students through organizing and interpreting a stimulus.

### 2. Google Classroom

Google Classroom is a new tool of Google Apps for Education that launched on 12<sup>th</sup> August, 2014. Iftakhar (2016) articulated that Google Classroom aims to make things easier in making, delivering, and assessing assignment in paperless way on the process of teaching and learning.





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