

**GOOGLE CLASSROOM AS E-LEARNING MODE AT SMP
YPM 7 SIDOARJO**

THESIS



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CHAPTER I

INTRODUCTION

In this part principally discusses background of the study, statement of problems, objectives of the study, significances of the study, scope and limitation of the study, assumption of the study and operational definitions.

1.1 Background of the Study

Technology has grown speedily so that people can access the internet and also can communicate with others easily. One of the technologies that is developed very quickly and used in various activities is the internet. More than anything else, technology creates the world for instance wealth, economy, and very way of being (Arthur, 2009, p. 10). By means of the development of technology, many people use it not only as a communication tool but also for the implementation in the educational world in regard students learn to use computers and all things about technology. Furthermore, students and teacher can also do teaching and learning activities online. Students can also learn through the internet where at this time learning materials are widely available on the internet as well as for an internet teacher is needed to look for teaching materials in class. Teachers can also conduct the process of teaching and learning outside the classroom by using the application

on the internet students can interact with teachers, receive learning materials like learning activities at school.

Integrating technology or ICT (Information and Communication Technology) can make students control their learnings and also more engaged in class. ICT has an important role in learning regarding many people believe ICT will make the learning process more fun and interesting. According to Cox (2009) implementing classroom technology in school is needed because it can help students to prepare for the future and as people are in the digital era which makes them should know how to use it properly. In today's modern world, teaching and learning is no more confined within the chalk and talk method. The process of teaching has changed in many ways over the past two decades. Patrick and Sturgis (2015; in Islam, 2019, p. 58) argued "Today's teachers are projected to simplify better learning environment both inside and outside the classroom which may also be labeled as 'beyond the classroom' learning." This beyond the classroom learning ensures personalized, competency based and student-centered environment in order to make available such an environment, the first and foremost challenge is the growing dependence on technology and which has become central to the lives of the younger generation such as for online learning (Curtis 2013, 15).

Learning Management System (LMS) is one of the e-platforms providing an online learning known as information systems that are focused on the processes of communication, collaboration, and educational determinations (Diaz, Diniz, & Hadjileontiadis, 2014, p. 42). In addition, LMS can be used as a means to conduct learning outside the classroom, using the LMS can help a teacher to deliver material, give homework, and others. As well, LMS can also do the learning process if a teacher is not able to attend to teach in the classroom in regard by using the LMS, teachers can make the process of teaching and learning to students outside the class by using LMS features that have been available. As well, online learning is widely used as a media that supports education particularly in learning today and is one kind of learning which is run not only based in the classroom but also can be done through online or computer devices. Khan (1997) argued “Online instruction as an innovative approach to delivering an instruction and materials of learning to a remote audience using the web as the media”. It is implied the use of distance education cannot only be used for students who are located in remote areas but more broadly it can also be used across the country.

There are many online social learning environments and educational tools accessible for both students and teachers, such as Google Docs, Google Scholar, and Google+. Google launched an e-learning tool named Google Classroom.

Google Classroom is a blended learning platform with interesting and simple features for schools. Only institution's database can invite students to classrooms. Google Classroom is a free application designed to help students and teachers connect, work together, organize, and create assignments. It enables learning to be paperless. According to Perez (2015) through Google Classroom, assignment is created, and Gmail is used to provide classroom communication which makes teachers easier to announce and ask questions to students in classes. As a Digital Tool, Google Classroom is accessible only to users with Google Apps for Education (GAFE). This is a free collaborative set of tools, these tools include web tools like Google Docs, Google Drive, Gmail, and more. All users with GAFE account, have access to these web tools. Google Classroom can be used at any grade (basic, post basic and tertiary) levels, but this depends on the teachers' and students' competence (Bell, 2015; in Hussaini, Ibrahim, Wali, Libata, & Musa, 2020, p. 51).

Online learning, for instance, using google classroom, can help students in many ways, especially when they have social anxiety; it can be a relief because they can freely ask and comment without feeling shy with other students. Technology affects students in learning and can support changes, which is very fundamental. As Smaldino, Lowther, & Russel (2012) stated, "The development in using mobile computing lets the teachers record students' assessment in taking the benefit might

found by using Google Classroom towards the assessment record on the application. Additionally, the teachers will not miss any students' marks and works. They are saved well on the application and can be checked anytime, especially, it can be applied during the Covid-19 pandemic happened.

The spread of COVID-19 has led to the shutting of educational institutions all over the world. A closure enhanced the development of the online learning environments within those institutions so that learning might not be disrupted. "The coronavirus pandemic has tested as it is important to review the reasons for offering students online classes, which go beyond periods of confinement (CAE-Team, 2020)." Additionally, starting the development of the use of distance learning in several universities in Indonesia as the impact of the Covid-19 issue, applying e-learning as one of their tools in delivering teaching and learning has been done. Google Classroom, as one of the online learning platforms that applied at SMP YPM 7 Sidoarjo. Google Classroom also provides space to the students in the form of active and collaborative learning, which is packed in the determined learning within the lessons and the classes. Google Classroom also offers features that can encourage students to learn cooperatively. Thus, it is assumed that google classroom is an essential tool in determining the usefulness as well as its benefits and challenges from the lecturers and students' interpretations.

On the other side, online learning by implementing google classroom has many challenges. (Amadea & Dahesihsari, 2015) argued “Some complications revealed in the use of online learning such as: limited access due to poor internet connection.” Lack of connectivity becomes the main to the students and teacher while doing the online learning, it might impact students’ motivation to learn using online learning. Furthermore, based on pre-observations at SMP YPM 7 Sidoarjo, some students of the 7th grade said their most significant obstacle in using Google Classroom is the internet connection. With the disruption of internet connection, it affects the purpose of features in e-learning, it will make the features performance less maximum, for example video chatting, that necessitate a speed internet connection. Some of the students also complained about the steep downloading material. Students cannot exactly download the material in one click. Some of them also deplore of the use of e-learning limited only for giving an assignment and collecting the assignment. Some of them claim that e-learning is less practical. It is implied that the implementation of platform google classroom has many perceptions among the students. Based on what is presented in the background, the researcher is interested in more challenges research on the implementation of platform Google Classroom at SMP YPM 7 Sidoarjo regarding students’

perception. Therefore, the researcher entitled “Google Classroom as E-learning Mode at SMP YPM 7 Sidoarjo”.

1.2 Statements of the Problem

To clarify the result of the research, the researcher formulates the research problems, namely:

- a. How is the implementation of e-learning by using platform google classroom at SMP YPM 7 Sidoarjo?
- b. What are the students’ perceptions of the implementation of e-learning by using platform google classroom at SMP YPM 7 Sidoarjo?

1.3 Objectives of the Study

Related to the problems formulated, this research has two purposes:

- a. To examine the implementation of e-learning by using platform google classroom at SMP YPM 7 Sidoarjo.
- b. To describe the students’ perceptions of the implementation of e-learning by using platform google classroom at SMP YPM 7 Sidoarjo.

1.4 Significances of the Study

The significances of the research are directed to:

a. Teachers

It is absolutely suggested English teachers apply various of strategies to be completely organized in teaching and learning activities. The implementation of google classroom should be provided to knowledge and exercise learning approaches due to the fact that technology and its impacts are needed in this era. Next, by applying this approach, English teachers can develop the teaching and learning methods in conducting classroom activities on e-learning creatively so that the learning quality will advance.

b. Students

The results of the research will give additional acquaintance about the thoughtful of the implementation of google classroom. Then, the results of this research are very useful for students and make them understand the new way in the process of learning by using technology, not only using paper but with technology student also can be creative especially google classroom as its implementation on e-learning.

c. Other Researchers

The results of this research will give a more in-depth understanding other researchers to conduct the similar research which may use the implementation of google classroom which is a straightforwardly valuable strategy for educating students' achievement on regular learning process. Other researchers might develop their researches in exploration of google classroom toward the blended learning.

1.5 Scope and Limitations

In conducting the research, the researcher has a scope and some limitations. The scope of this research is the students' perception of using online classes by using google classroom. To sum up the research, it only focused on students' perceptions of e-learning for the 7th grade students at SMP YPM 7 Sidoarjo. The subjects of the research will be the students in class 7-A. The class is chosen regarding the researcher is also the English teacher of the class 7-A.

1.6 Assumption

This research is going to be conducted under the assumptions there are various perceptions towards the implementation of google classroom as E-learning at SMP YPM 7 Sidoarjo.

1.7 Operational Definitions

To make the research terms more clearly, the researcher provides some enlightenments about the terms used in this research, namely:

- a. Google classroom is a free application designed and provided by google to assist students and teachers connect, work together, organize and create assignments, it enables learning to be paperless.
- b. E-learning is learning process which is done by using electronic media or utilizing the technology focusing on the usage of technology in the field education and learning.
- c. Students' perception is students' feeling to figure an illustration or interpretation.



