

CHAPTER I

INTRODUCTION

A. Research Background

Due to the COVID-19 pandemic, Indonesia's government implemented a policy in the education sector to manage the systems in that situation. Nadiem Makarim, as an Indonesian Minister of Education, together with 4 Ministers, made the joint decision contained in No. 03/KB/2021, No. 384 of 2021, HK.01.08/Menkes/4242/2021, and No. 440-717 of 2021. The policies contain guidelines for implementing learning during the COVID-19 era. There is also Circular Letter No. 2 of 2021 from the Minister of Education and Technology, concerning Guidelines for the Implementation of Learning during the 2019 Coronavirus Disease (COVID-19) Pandemic. This joint policy contained four main points. First, ensure the strict practice of health protocols by the education unit. Second, conduct a behavioral survey of compliance with health protocols and epidemiological surveillance in education units. Third, accelerate COVID-19 vaccination for educators, education staff, and students. Fourth, ensure the temporary suspension of limited face-to-face learning based on epidemiological surveillance results, in accordance with the provisions of the Joint Decree of 4 Ministers (Kemdikbud, 2021). According to the policy explanation, distance learning lies in mastering the materials and media used for communication.

In education, electronic media are often used as a medium of communication. Hence, it is commonly known as electronic learning. In standard times, electronic learning methods are used to overcome the obstacles in face-to-face teaching, including limited class space and the presence of teachers and teaching participants in the class. In addition, electronic learning was chosen because of its high flexibility; learning can be done from anywhere through media, websites, and mobile devices (Fahmi, 2020). Electronic learning is currently divided into two

categories. Suranto (2009) defined online distance learning as synchronous, i.e., learning-oriented interactions facilitated by direct instruction in real time and usually scheduled. In addition, asynchronous e-learning relies on computer-mediated communication (CMC) supporting a flexibility in learning experiences which occur at any time and from any location through online interactions that facilitate the users being independently managing their studies, free from the constraints of specific schedules or physical classrooms (Haq, et al., 2021)

Technology affects students' learning. Mobile devices such as smartphones, tablets, and laptops are needed to support anytime, anywhere access to information (Gikas & Grant, 2013). The Internet provides various platforms for learning and teaching between students and teachers to enhance the approach of electronic learning, such as online classes through Google Classroom, Zoom, Schoology, and WhatsApp (Enriquez, 2014). Teachers and students use the platforms to receive and share information in various formats, such as texts, pictures, videos, or audio. Siahaan (2020) pointed out that access to the internet has also become easier with the use of mobile technology. The internet is built based on how to get information and share information, as it gives the power of thought and new insight to be more open about the information found. One of the most popular electronic learning platforms for EFL students is Google Classroom, an e-learning tool with accessible features for educational learning.

Pratiwi (2021) stated that Google Classroom is a useful and easy application for educational activities. It can be used easily whenever and wherever. The teacher can make online classes, where the learning activity will be carried out virtually. Google Classroom can improve the results of their study because of students' attentiveness in the learning process online. But in the other opinion, the Google Classroom application has some disadvantages for students in teaching and learning. Some students are bored with learning and lack the motivation to read the material and submit their work. Based on the information, the researcher conducted the research titled **"Students' Perceptions of Google Classroom Application Use in English Class at SMPN 230 Jakarta."**

B. Research Problem

Based on the background of the study, the writer formulated the problems in question form as follows: "What is the students' perception of Google Classroom application use in English class at SMPN 230 Jakarta?"

C. Research Objective

Based on the writer's problem above, the writer stated that the study's objective is to find out the students' perceptions of Google Classroom application use at SMPN 230 Jakarta.

D. Research Significance

The results of this study could give more useful information and contributions to the following:

- a. For the students in junior high school, the goal of this study is to hopefully share new knowledge and provide information about Google Classroom applications that can be chosen as an alternative to learning activities.
- b. For the English teachers, the result of the study hopefully can be used as a consideration in teaching Junior High School students.
- c. For the other researchers and readers, the result of this study can provide an alternative source for conducting further studies on different levels of educational background.

E. Research Scope

The scope of the research is limited to finding and investigating students' perceptions of Google Classroom application use as an online platform that can be influenced by students in English class at SMPN 230 Jakarta during the COVID-19

pandemic era. Therefore, the data will be collected using questionnaires with ninth-grade students from 9I and 9J as the participants.

