

## **CHAPTER I**

### **INTRODUCTION**

In chapter I, the researcher presents several parts. They are the background of the study, the identification of the problems, the limitation of the problem, formulation of the problem, the objectives of the study, and the significance of the study.

#### **1.1 Background**

Nowadays, integrating technology or ICT can make students control their learnings and also more engaged in class. ICT has important role in learning. Many people believe that ICT will make learning process more fun and interesting, but learning activities with technology is one of new challenges in higher education because many teachers should struggle to integrate it for several reasons. For instance, they do not have time to implement it, they do not have enough experience with technology, or they have no idea on using technology in classroom. Perez (2015) also stated that it is because they are not satisfied with the effectiveness of digital tools and have challenges to implement it. According to Cox (2009) implementing classroom technology in school is needed because it can help students to prepare for the future and as we are in the digital era which makes us should know how to use it properly. Based on Bill and Melinda Gates Foundation, 93% of teachers already use digital tools in classroom which means there are still teachers who do not use digital tools. Thus, we get the conclusion that technology is useful for learning process.

There are a lot of online social learning environment and educational tools which are 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 can help to manage paperless system. 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. However, Pappas (2015) asserts that not all learning courses are suitable using Google Classroom. It has difficult account management, limited integration options, no automated updates, difficult learner sharing, editing problems, and many more.

Online learning 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 really affects students in learning. It can support changes which is very fundamental. The implementation of technology is really needed, especially to improve students' performance. With the implementation of technology, students' performance is expected to be more efficient and effective. Thus, their performance will be maximum. Unfortunately, in the implementation of technology, there are many obstacles. The obstacles that always appear are related to effectivity on the use of technology.

Islamic University of Indonesia, already uses e-learning, especially in English Language Education Department (PBI). It has been introduced at the

beginning of the semester as excellent and unique features, especially in the use of Google Classroom. Students at the English Language Education Department were taken as participants since most classes already use Google Classroom in learning process. Based on an informal interview with some students of English Language Education Department, some of them stated that online learning affected their performance. When students have online task submission with certain deadline, they will do the task maximally and they also feel challenged. Therefore, the researcher was interested to identify student's responses within an online learning environment, especially on the use of Google Classroom. The results of this research indicated that Google Classroom is useful and help students' performance and the majority of the students felt satisfied with the Google Classroom's tool introduced in the class.

Based on the explanation above, the researcher would like to examine about the use of Google Classroom entitled, "A survey on the use of Google Classroom in English Language Education Department of Islamic University of Indonesia"

## **1.2 Identification of the Problem**

The researcher conducts the research at English Language Education Department, Islamic University of Indonesia where the focus of the research is student's responses on the use of Google Classroom. There are several reasons for bringing up this issue. First, students may lack confident with their ability; therefore, they could not achieve their task maximally. Secondly, there are students that feel shy to ask or comment to lecturer about the lesson or their difficulties. Third, the researcher inspired by the reseach that has been done by Reza Rossyta

student of English Language Education Department batch 2013. Reza's research is about the challenges of using Google Classroom and the researcher wants to identify Google Classroom to another level which is students' responses on the use of Google Classroom.

### **1.3 Limitation of The Problem**

The limitation of the problem is focused on how students' responses concerning on the use of Google Classroom in English Language Education Department, Islamic University of Indonesia. In this research, the researcher used questionnaire from Shaharane et.al (2016). The researcher decided to use questionnaire from Shaharane et.al (2016) and it used reference from internet self-efficacy scale by Eastin & LaRose to develop the questionnaire. The questionnaire is reliable with value above 0.90 and it also examines about Google Classroom. Therefore, this questionnaire is suitable with this research.

### **1.4 Formulation of the Problem**

Based on the identification and limitation of the problem, the problem of this research can be formulated as "what are students' responses on the use of Google Classroom in English Language Education Department, Islamic University of Indonesia?"

### **1.5 Objectives of the Study**

This study aimed to identify student's responses on the use of Google Classroom in English Language Education Department, Islamic University of Indonesia.

## **1.6 Significance of the study**

The results of this research aim to give contribution to other researchers, English Language Education Department, students of English Language Education Department, and the researcher herself, as followed.

### **1. Other researchers**

I hope other researcher can take benefit or provide information for further research regarding student self-efficacy on the use of Google Classroom in learning process.

### **2. English Language Education Department**

The researcher hopes that this study can be useful for the English Language Department, especially in choosing suitable technology for e-learning.

### **3. Students of English Language Education Department**

I hope this research can help the students to express their feelings by far while studying using Google Classroom as a learning tool.

### **4. The researcher herself**

Hope the researcher can take benefits from this research and also can choose suitable tool as e-learning for teaching English in the future.