

CHAPTER I

INTRODUCTION

This chapter covers background of the study, scope and limitation of the study, formulations of the problem, objective of the study, and significance of the study.

1.1 Background of the study

The coronavirus disease or known as COVID-19 has spread in many countries and caused a universal pandemic. It is an infectious disease transmittable through droplets, or touching materials and surfaces that has been infected from patients with COVID-19 virus (Bender, 2020). The World Health Organization (WHO) has announced the outbreak of this infectious virus worldwide by March 2020. This situation has affected various sectors, including education. Due to the impact of this pandemic, most of education sectors have stopped face-to-face teaching and doing social or physical distancing. Consequently, teaching and learning process especially English learning do at home by using online learning or technology driven learning.

The development of information and technology continues to develop, especially in the development of technology with the internet very rapidly affecting the world of education, especially in learning methods. Therefore, teachers and students should keep up with the pace of technology. They should adopt the advancement of technology in the process of learning. New technology is desired and perceived positively by most of the students (Al Bataineh, Banikalef, Abdullah, & Albashtawi, 2019). As technology is advancing and they are facing a new generation, they should be able to adjust themselves with this development. According to Mustafa (2015) using technology in foreign language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classroom. Technology has been used to help and improve language learning. Several education sectors in Indonesia have started to use technology in the class as a learning tool or media for

learning. One of the advantages of digital technology is that it can be used by the teachers and students for conducting virtual learning or E-learning. The government has set rules regarding the use of E-learning in the learning process, which will help make learning more accessible and more effective.

There are several examples of e-learning tools or LMS that are now available. These include Moodle, Edmodo, Schoology, Google Classroom, and some other platforms. LMS is a web-based technology that makes it easy for users to create and deliver content, monitor teacher participation and engagement, and also assess their performance online (Loncher, Conrad, & Graham, 2015). One of the tools that could be used to engage today's students in classroom activities during the pandemic is the Google Classroom. It was developed by Google to support the academic purpose of blended learning. It can be used as a Learning Management System (LMS) in the E-learning process. Google Classroom is considered as one of the best platforms to improve the workflow of teachers (Iftakhar, 2016). This is a free application which can be used for the teachers to manage their class virtually. They can make an announcement, post an assignment, upload learning materials, and also to marks student's work (Daud, 2019). Google Classroom is one such platform that is wildly popular among higher education institutions. It is an application that can be used as a means of interaction between students and teachers in learning activities (Hussaini et al., 2020).

The preliminary research that was conducted through interview with teachers of Senior High School in Majalengka have also shown that most of the English teacher are used Google Classroom as a tool for teaching especially during pandemic. One teacher mentions that Google Classroom features enable her and her learners to have better interaction. Previously, she preferred using WhatsApp for announcing a quiz date or a topic for the upcoming class or assignment. But when she starts using Google Classroom, it becomes popular among students as they can get all reading materials and resources for learning. She could instruct her students very easily. Another teacher comments that Google Classroom is very

helpful to complete the assigned syllabus. At times it's really difficult to finish syllabus on time due to political issues or national holidays. But through Google Classroom, one teacher can conduct the class virtually from anywhere and anytime. She also said that when she was applying Google Classroom at the first time, some students are unfamiliar with this tool they are confusing how to use it properly. They need instruction how to use and applying Google Classroom given by their teacher. This phenomenon, in fact, indicates the students' inability to use ICT for learning intention. In a similar vein, the students, mostly digital natives, if not all, are greatly familiar with the current technology. For them technologies are not simply tools but constitute an environment that emerges new culture; for young generation living on the screen is inseparable from living in the real world (Turkle, 2011). The young generation is always on; they are busy with social networking, video entertainments, and gaming online. The challenge is whether the students are skillful in employing technology for learning endeavors. Their reluctance to use technology for learning purposes could be caused by the insufficiency and the scarcity of the introduction of technology to drive learning, and hence they are not accustomed to using technology in their learning processes. When they are encouraged by their universities to use technology in the learning process, the students need to adapt to that specific use of technology. In other words, it is not because they are not familiar with the technology, but more because they are unfamiliar with utilizing technology for learning purposes.

A study found that Google classroom is an appropriate for LMS because it is already linked to university and school's system and it seemingly meets the student's request for a simpler interface allowing more interaction (Heggart & Yoo, 2018). Students just need to get the course code from the teacher or lecturer. Then, after having the code, they can open the Google classroom by clicking "Join Class", and writing the code given by their teachers and the last is by clicking "enter" or "ok." Afterward, the students will be successfully enrolled to the class. In addition, the educators and the students can also interact actively in the application. Google

Classroom's features allow educators and students to communicate in groups or privately about each task that educators post. In this case, applying Google Classroom to the teaching and learning process can solve this problem. However, the successful implementation of Google classroom is dependent on students' perceptions and experiences. In other words, when students do not find the system useful, they will be reluctant to accept and use it. Therefore, it is a waste of time and resources to implement systems that are unaccepted or perceived negatively. The acceptance of Google Classroom is affected by different factors. Some of them are still not clearly specified and discussed in previous research. Therefore, they need to investigate further.

TAM which stands for Technology Acceptance Model was first introduced by Fred Davis in 1989. There are several models that can be used to measure the acceptance of information systems such as Theory of Reason (TRA), Technology Acceptance Model (TAM), End User Computing Satisfaction (EUCS). and Task Technology Fit (TTF) Analysis (Mambu, Jonathan, Rumawouw, & Liem, 2019). Davis (1989) suggested a Technology Acceptance Model (TAM) to explicates a potential individual's behavioral intentions of using a technological method. In existing e-learning technology studies, TAM is the most common theory being used to understand the intention to accept e-learning (SUmak et al., 2011). It mainly focuses on the analysis of how learners' or instructors' attitude towards ICT influence the acceptance of it (Elkaseh et al., 2016). Many researchers used TAM to assess the acceptance of e-learning in different contexts.

TAM is also used to implement technology in the classroom. Based on the Acceptance Model (TAM), Seliaman and Turki (2021) investigate how Saudi university students use mobile phones and smartphones to access course materials, find information relevant to their field of study, share knowledge, and complete assignments. The findings demonstrated that students' perceptions of the value of mobile learning were strongly correlated with aspects like accessing course materials, looking up information relevant to their fields of study, exchanging

knowledge, and doing homework. Another study by Almarabeh et al. (2014) claims that there has been a general increase in awareness of the need to modify and enhance the current system in order to support online learning. The results of this study provide compelling evidence that Jordanian universities should continue to advance e-learning and use Moodle as an e-learning platform. They identified some challenges that Moodle-using students face in their educative endeavors, but these challenges are surmountable if university decision-makers order computer labs to receive maintenance and more technical support, which will enable the students to get past the main challenges they face when using this system. Meanwhile, from Hussaini et al. (2020) demonstrated that Google Classroom effectively improves students' access and attention to learning, knowledge, and skills. The platform makes learners active with the help of digital tools and provides them with meaningful feedback. The purpose of this study was to determine whether TAM, which consists of PU, PEOU, and BI, evolved with the addition of habit, satisfaction, knowledge, and skills as the variables have a relationship with one another, particularly for junior high school students.

Based on the explanation above, the theories and the result of the studies show that students and teachers can use online learning platforms such as Google Classroom to bring technology into the teaching learning activities and find out the factors that make students could perceive Google classroom as the e-learning platform in teaching and learning activities. Even so, In the Indonesian context, the use of this Google Classroom for learning is relatively new for both teachers and students, especially at senior high school in Majalengka. Not all teachers and students are familiar and use this Google Classroom. However, there are several teachers who have used this application in their classroom. Hence, in this paper the writer attempts to explore EFL students' acceptance who already experienced using Google Classroom in their class for learning.

1.2 Scope and Limitation

A. Scope of the Research

In order to avoid general problems due to limitations of knowledge, the researcher limits only EFL students' acceptance of using Google Classroom as an online learning media. Online learning which the researcher focuses on the acceptance of students for Google Classroom.

B. Limitation of the Research

Then the limitation of the study, the topic of this study is the authors' purpose was to attempt to gather information from EFL students as participants in this study. The writer tries to explore EFL students' acceptance of Google classroom through TAM using four indicators: a) Perceived Usefulness (PU); b) Perceived Ease of Use (PEOU); c) Behavioral Intention, and; d) Actual System to Use (ASU).

1.3 Research Question

In line with the background of the study, the problem is formulated as the following research problem:

- 1.3.1 How do the EFL students' acceptance toward Google Classroom as an online learning platform?
 - 1.3.1.1 How do EFL students perceived Usefulness (PU) toward Google Classroom?
 - 1.3.1.2 How do EFL students perceived Ease of Use (PEOU) toward Google Classroom?
 - 1.3.1.3 How do EFL students Behavioral Intention (BI) toward Google Classroom?
 - 1.3.1.4 How do EFL students Actual System Use (ASU) toward Google Classroom?

1.4 Objectives of the Study

Hence, research assessing students' acceptance of this Google classroom is necessary to further explore especially when the institutions and students are not prepared for such transformation in a short period of time due to the pandemic. Therefore, the objective of this study is to explore EFL students' acceptance of Google classroom and identify the factors influencing the Google classroom by using the Technology Acceptance Model (TAM) which include two important factors that refer to perceived ease of use and perceived usefulness. This study also aims to examine the relationship between independent variables on mediating variable which is attitude towards acceptance google classroom behavior as a dependent variable.

1.5 Significance of the Study

From the objectives above the research expected to:

A. For the Students

This research is very useful for the students later, with this research can make students understand the new way in process of learning by using technology, not only using paper but with technology students also can be creative. this study could encourage students to perform google classroom consistently and free from any obstacles like internet problem.

B. For the Teachers and Lectures

This research is also useful for teachers or lectures. The teachers can use technology in their class as a learning tool and or media for learning. The teachers be able to adjust themselves with this development. The writer hope through this paper teacher can use google classroom in every meeting to make teaching and learning process more effective and to improve students' participation. The writer also hopes that teacher who can't come in class to teach face to face with students can use google classroom to giving task or homework.

C. For the Readers

This study can be one of the references to develop observation about the usage of google classroom and students' acceptance in EFL class.