CHAPTER 1
INTRODUCTION

1.1 Background

In the current situation during the pandemic, according to the latest data from Covid19.go.id, globally 227 countries have been affected by the spread of Covid-19. This presents its own challenges for educational institutions, especially senior high schools. Physically must wear a mask, and always wash hands. To stop activities that cause crowds and prevent the spread of Corona Virus Disease 2019 (Covid 19), the Government appeals for face-to-face learning to be carried out online. According to Milman (2015) the use of digital technology can allow students and teachers to carry out the learning process even though they are in different places (Firman & Rahman, 2020:81).

Nadiem Makarim, who is the Minister of Education and Culture of the Republic of Indonesia, issued a Circular to educational institutions and school institutions, including universities, during Covid-19 while conventional school teaching and learning activities were stopped and suggested that the learning process be carried out from home through e-learning. E-learning platforms such as Learning House, Google Classroom, Quipper School, Teacher's Room, Zoom, and so on are highly recommended for teachers to use in learning. Nowadays, because it is widely used and installed, e-learning platforms have become popular in Indonesia.

During a pandemic, technology-based learning is an option. Almost all schools around the world implement online-based learning. Online-based learning is nothing new in today's era. Educators are required to have skills in teaching and have skills in using learning media. In today's era, several aspects must be mastered by educators, including mastery of internet technology. The internet has become an effective and efficient part of obtaining and exchanging data and information regardless of the dimensions of space and time. The development of internet technology is currently affecting various aspects of life, including aspects

of governance, economics, social, and education. The purpose of education today is inseparable from the demands of technological developments as competencies that must be possessed by teachers and students. (Oktaria & Rahmayadevi, 2021:154).

Various online media used, one of which is Google Classroom. Teachers can provide material and open discussion forums through this online application to students easily. Students can also access explanation materials, assignments and discussions through forums that have been opened by the teacher. Online classrooms through google classroom created by teachers for students become a tool for collaboration that can be used for free, with the aim of learning and distributing assignments. In Google Classroom, teachers can track student progress and have conversations about assignments (Okmawati, 2020:440).

Google Classroom is one of the most frequently utilized learning programs in the covid-19 era. Some teachers utilize Google Classroom as a learning tool. Teachers can keep track of their courses with Google Classroom from anywhere and at any time. Teachers can deliver materials, assignments, announcements, and other information to students without having to join their individual courses by using online or group classes.

The current Covid-19 pandemic situation yields many perceptions from teachers and students regarding online learning. Google classroom is one of the tools used in online education. To facilitate online learning, educators can use Google classroom. To find out how to manage collections and create paperless assignments. Google Classroom is a platform that makes it easier for users to communicate and provides flow access for students to a series of discussions and submit assignments (Iftakhar, 2016:12). Google Classroom was launched in 2014 as part of the Google Suite for Education. Google Class, according to www.support.google.com, aims to be more effective. Students and teachers can create and modify assignments in online classes using Google Classroom (Triana et al, 2021:609). The e-learning model is very useful for teachers in the Covid pandemic era. Soft skills of teachers are getting better at using several e-learning tools for the teaching and learning process (Sherly et al., 2021:277).

Google classroom is designed to save time. This is used to connect the workings of other Google applications that make it easier for users to access data or document management in Google Classroom. The features in this google classroom can also combine between classes via email that has been opened by the class instructor or the discussion room opener in google classroom and members can provide comments or feedback in response after being given the material. The app is flexible which means it is easy for students to use and access. This application can not only be used for online learning, but this application can also be used for face-to-face learning environments as a medium for teachers to provide subject matter and as a place for students to collect assignments. This allows educators to explore how learners through digital media like this. In addition, Google Classroom is free at no cost, only using a package to be able to access it. Google Classroom itself is not necessarily available to students without access to educational institutions. But anyone can access all other apps, like Drive, Docs, Sheets, Slides, and more, just by signing up for a Google account (Iftakhar, 2016:13).

Google Classroom became often used at the beginning of the pandemic as a tool for teachers to continue teaching and students can also continue to follow lessons from home. This was done because there was a recommendation from the government for learning to be replaced with an online system.

The project-based learning method is one of the teachers' choices for learning English at SMA Darussalam, where the researcher makes observations. According Slater et.al in (Gai Mali, 2016:90) Project Based Learning (PBL) is social practice into which students are socialized through a series of group activities involving the simultaneous learning of language, content, and skills. Project Based Learning is also "an approach to instruction that teaches curriculum concepts through a project" (Bell, 2010). Literature acknowledges significances of PBL in teaching and learning. PBL has been "advocated as an effective means for promoting language and content learning in classrooms" (Guo, 2006:147). Besides, it helps students to achieve a greater understanding of a topic, increase their learning motivation (Bell, 2010:39). A project work also leads to mirroring

real-life tasks and provides opportunities for students to work cooperatively in a small group, in which they can share resources and ideas in completing a particular project. In this study, the researchers tried to find out students' perceptions on based learning project using Google Classroom application in learning English among students.

However, it turns out that there are several obstacles in the process of students learning project-based learning methods through this Google Classroom application. For students who have a bad network connection, of course, it can interfere with the learning process because Google Classroom is used online. When discussing project-based learning through the Google Classroom forum, many students do not understand, so the discussion becomes less than optimal. Also, when the teacher sends project-based learning materials through Google Classroom that have been summarized via pdf, many students feel they do not understand and become less active. Based on the observations of researchers, although Google Classroom makes it easier for schools, teachers, and students to communicate, there are still often misunderstandings in the reception of information from the school to students, teachers to students, or students to students.

English, being one of the disciplines taught from elementary school to college level, must be presented in the most appealing way possible, with educators playing a critical part in making it fascinating. While schools are still closed, this platform may be a viable option for completing the teaching and learning process. Because most young learners utilize technology in their everyday lives, Google Classroom enables them to be autonomous, engaged, and motivated (Zulfa. et al., 2021:182). Of course, as an educator, you must arrange the information in an entertaining manner while teaching English. Furthermore, because daily language is frequently deemed monotonous, this subject is sometimes regarded as unimportant. It requires work and a great level of creativity to modify that impression and build a passion of studying English.

Based on previous research, Giang Thi Kieu Nguyen and Houng Thi Dinh (2019) with the title "Students' Evaluation Of Using Google Classroom in Project-

Based Learning in the Faculty Of English, Hanoi National University Of Education". This study found that learning the results of the evaluation of students using Google Classroom in project-based learning at the English faculty using the Google Classroom application can be easily accessed and used by students in the learning process. Most students also agree that using Google Classroom helps develop independent study skills and fosters collaboration in learning. Previously, researchers had made observations at SMA Darussalam Medan and found information that the school, students, and teachers currently communicate and disseminate information related to learning activities through the Google Classroom application.

Therefore, Based on the whole explanation above the writer interested to conduct the research with the title, **"Analysis Students' Perception on Project-Based Learning using Google Classroom Application in Learning English at Tenth Grade Students"**

1.2 The Limitation Of The Problem

Based on the background of the study above, This research only focuses on the Students' Perception on Project-Based Learning using Google Classroom Application in Teaching of English at Ten Grade Students

1.3 Research Question

Based on the background that has been explained, the researcher formulates research questions

1. What is the students' perception on project-based learning using Google Classroom application in teaching of English at Ten Grade Students'?

1.4 Objective Of The Study

The objective of this study is to find out the students' perception on project-based learning using Google Classroom application in teaching of English at the tenth grade students'

1.5 The Significance of the Study

1.5.1 Theoretical Significance

This research is expected to add new insights and provide views from a different angle on how students perception on project-based learning using applications during this pandemic. Researchers also hope that this research can be a new source that can be taken as a teacher's understanding of student perceptions, especially during online learning. In addition, this research is also intended as a reference for other researchers in conducting their research, especially about learning through google classroom.

a) For the teacher

It is hoped that this research can be useful and make teachers understand students' thoughts about online learning and can also be used as a medium or reference for teachers in teaching and evaluating their students.

b) For the students

Hopefully with this research, it is expected to be more enthusiastic in participating in online learning through this application and hopefully it can motivate to be more active in learning.

c) For the researcher

Hopefully this research can increase the knowledge of researchers as prospective English teachers, especially being able to understand students in teaching English through online.