CHAPTER 1

INTRODUCTION

In this introduction part, the researcher discusses the six-term of subchapters of the study. Those are the background of the study, the problem of the study, the objectives of study, the significance of the study, the limitation of the study, and the definition of key terms.

A. Background of the Study

The rapid development of technology has changed almost everything. The order of social life, starting from economic activities with the use of money electricity, the use of online-based transportation, to the use of technology in the field of education with the introduced online learning or also called blended learning. Simply put, blended learning is defined as combined learning in the classroom with e-learning. In Indonesia, the use of online free learning is well known, seen with using online-based learning platfoms that are actually in demand by teachers Edmodo, Schoology, and Google Classroom (Irma,2018).

Google is a web tool platform that is very interesting and has many functions, providing convenience for its users to get various kinds of information needed. In 2014, Google introduced the platform specifically used as a tool to help the implementation of learning, namely Google Classroom. Google Classroom (GC) helps teachers create and organize class assignments quickly and easily, providing feedback to students directly efficiently, and communicate with students without being limited by space and time. Google Classroom is considered the best platforms capable of improving performance. Google Classroom provides a very useful facility that can be utilized by the student. Google Classroom helps teachers to organize classes, make the most of time and improve the quality of communication with students (Latif, 2016).

There are some advantages of Google Classroom in use. First, it is easy to use. Its design is simple, so both teachers and students can understand it easily. The instructional interface and options are also very simple. Students can submit their assignments easily, revise their assignments, and check their scores given by the teacher al so do their work without using paper anymore. Second, it saves time. It is designed to save time because it is integrated into Google apps. It has features to save teacher's and students' time. Third, it is cloud-based. It helps teachers and students to save a big number of files of teaching and learning materials. Fourth, it is flexible. It is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environments. Fifth, it is free. Anyone can access this by signing up for their Google Account. At the last, it is mobile-friendly. It can be accessed anywhere and everywhere as long as there is an internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning.

Various universities in Indonesia, also many who use Google Classroom applications. In addition, to the benefits for Google Classroom application is also very helpful for lecturers and students during the covid-19 pandemic. One of the universities that use Google Classroom is IAIN Kediri. IAIN Kediri is one of the State Islamic Universities located in Kediri City. The are several study programs at IAIN Kediri that use Google Classroom. One of them is the Department of English language education study program. In the Department of English language education study program consists of several classes in each semester. They were chosen under the consideration that they have been taking Language Assessment and Testing Development (LATD) in the class who Mr. Kusen, Mr. Bambang Yulianto, Mrs. Renita Donasari, and Mrs. Ima Fitriyah as the teacher and using Google Classroom in the classroom.

Google Classroom had managed to host over 30 million assignments uploaded by teachers and students. It indicates that this application is an interesting medium for the teaching-learning process that can be brought to our Education (Iftakhar, 2016). Google Classroom is a web-based course management system (CMRS). It provides a venue for instructional delivery and learning processes where students obtain education through communication, interaction, and discussion. This is also a platform for teacher to deliver their courses; they can assign students to upload works and other assignments. In this way, Google Classroom facilitates teachers and lecturers in creating and organizing assignments, feedback, and communication with the classes (Shaharanee, Jamil, & Rodzi, 2016b). They believe that Google Classroom is a good innovation in teaching because using this application, the educators and the students can obtain many benefits including easy access wherever and whenever they want as long as they have an internet connection. In this way, the students feel belonging to their courses as it blends with their social engagement (Coffman & Klinger, 2016).

A study found that Google Classroom is an supportable application for LMS. LMS can help teachers to plan and create syllabuses, manage learning materials and students' learning activities and are already linked to the university's and school's system. It seemingly meets the students' request for a simpler interface allowing more interaction (Heggart & Yoo, 2018). Google Classroom as a free tool offers various features which encourage student-teacher interaction through a virtual online class. It helps the teacher and also students to learn during Pandemic Covid-19. However, based on the writer's observation, some problems happened during the learning process using Google Classroom. Some students did not join Google Classroom because of the lousy internet connection and new changes that can indirectly affect the absorption of students' learning both theory and practicum. Moreover, some of the students did not know how to use

Google Classroom. It is needed to know students' perception of Google Classroom as a learning tool to evaluate the learning process during pandemic covid-19. This paper describes students' perceptions of Google Classrooms during the Covid-19 Pandemic, where students' perception was presented based on their experiences.

Perception is the experience of an object, event, and relationship acquired by resuming information and interpreting a message. (Ridho et al., 2019). It explains perception, giving meaning to stimulus-response in resuming information and predicting a message that involves attention, hope, motivation, and memory. Following it Agung & Surtikanti (2020) develops perception as a phase of the whole process of action, which allows us to adjust our activities to the world we live in. Here, the students' perception can be described as the developed opinion after having a specific experience that needs adjustment.

As a result, based on the theoretical explanation and problem above, the researcher decides to conduct a study entitled **"EFL Students' Perception on The Use of Google Classroom in *Language Assessment and Testing Development Course* at IAIN Kediri".**

B. Problem of the Study

Based on the background of the study, the statement of the research problem is as follows:

1. What are EFL students' perceptions on the use of Google Classroom in *Language Assessment and Testing Development Course* at IAIN Kediri?

2. What are the problems faced by students using Google Classroom *in Language Assessment and Testing Development Course* at IAIN Kediri?

C. Objectives of the Study

Considering the problem of the study above, the researcher has the objective of the study:

1. To investigate EFL students' perceptions on the use of Google Classroom in *Language Assessment and Testing Development Course* at IAIN Kediri.

2. To know students' problems faced by the students using Google Classroom in *Language Assessment and Testing Development Course* at IAIN Kediri.

D. Significance of the Study

This study is expected to give contributions to the lecturer, student, and researcher. For the lecturers, the research finding of this study is expected to be useful to lecturers. The lecturers can facilitate the development of potential, learning, styles, and student diverse learning needs. For the students, the research finding of this study is expected to give more knowledge to the students, to know whether Google Classroom is helpful for students in assessment classroom. For Future researchers, this study is expected to give some information and experience related to using Google classroom, so they are expected to conduct better research.

E. Scope and Limitation of the Study

This study focuses on investigating the EFL students' perception on the use of Google Classroom in Language Assessment and Testing Development at IAIN Kediri. The researcher used a questionnaire to find the data. This study is limited to fifth semester students of the English Department in Language Assessment and Testing Development (LATD) class and to investigate students' problems with the use of Google classroom in class. They were chosen under the consideration that they have been taking Language Assessment and Testing Development (LATD) in the class who Mr. Kusen, Mr. Bambang Yulianto, Mrs. Renita Donasari, and Mrs. Ima Fitriyah as the teacher and using Google classroom in the classroom.

F. Definition of the Key terms

EFL students	:	students who learn English in non-English speaking countries.
Students' perception	:	is an active process as one selectively perceives, organizes, and interprets what student's experience on the use of Google Classroom to learn Language Assessment and Teaching Development.
Google Classroom	:	is an alternative learning application that does not need to take place inside a lecture hall.
LATD	:	is a course in the department of English language education study program in the fifth semester that Language Assessment and Testing Development at IAIN Kediri.