CHAPTER I
INTRODUCTION

A. Research Background

Educational systems has been influenced by presence of the COVID-19 pandemic. Most government wideworld have temporarily closed educational institutions to reduce the spread of COVID-19, including of schools, and colleges.[1] It has an impact on changing the education system from offline learning to e-learning with online mode. E-learning is a learning system that allows the materials delivery to students by using the media Internet, Intranet or technology device.[2] This change requires teachers to immediately identify, adopt, and implement e-learning by providing flexibility and meeting student needs. But, according to Aucejo and friends' study, many problems arise in implementation of e-learning because teachers and students are considered less ready to face various online learning competencies and other types of academic activities.[3] Thus, the study regarding to the changes of learning system during the pandemic is important to be carried out. It aims to provide knowledge and experience to public, and minimize problems that occur in the new learning system through e-learning.

E-learning makes teachers and students must be able to use technology to carry out daily learning activities, such as laptop, smartphone, and the applications also. Based on the recent data, many application used to facilitates the e-learning proccess. Charanjit Kaur Swaran Singh and friends said that

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[1] Mike Okmawati, "The Use of Google Classroom During Pandemic." *Journal of English Language Teaching* 9,no.2 (2020), 438. Accesed on June 12, 2021, http://ejournal.unp.ac.id/index.php/jelt.

[2] Ima Yuliana, "The Effectiveness of Moodle E-Learning as Media in Teaching Reading at The First Grade Students of SMAN Colomadu in Academic Year 2017 / 2018" (Thesis, IAIN Surakarta, 2018), 10, https://docplayer.info/115559811-The-effectiveness-of-moodle-e-learning-as-media-in-teaching-reading-at-the-first-grade-students-of-sman-colomadu-in-academic-year-2017-2018-thesis.html.

[3] Aucejo et al. "The Impact of COVID-19 on Student Experiences and Expectations: Evidence from a Survey". *Journal of Public Economics* 19, no. 1 (2020), 15, Accesed on June 12, 2021, https://doi.org/10.1016/j.jpubeco.2020.104271.

some applications to facilitate the e-learning process are Google classroom, Zoom, WhatsApp, Telegram and many others.[4] These applications are the commonly used applications which have their respective functions, advantages, and disadvantages. In this research, the applications that will be discussed in depth are the WhatsApp and Google Classroom applications. These applications are special applications that are used for online learning that can be done remotely. The Applications used by teachers to create a group class and share the material and assignments easier. Besides, teachers and students can carry out learning activities at any time through WhatsApp classrooms and Google Classroom. Moreover, students can also study, listen, read and send assignments remotely.[5]

WhatsApp is a free messaging app that can used as learning media in e-learning. The use of WhatsApp in teaching and learning processes has been studied by some researchers in the world. First, According to Irfan Suryana and friends research about the teacher' perception and experience in using WhatsApp, they said that WhatsApp is regarded as the most effective and flexible learning medium that is used by the language teachers in SMA Maarif Yogyakarta in distance online learning during New Normal Post-Covid-19.[6] The second is from Umar Rahaded and friends about the impact of Whatsapp on student behavior in learning process. In their research, they found that WhatsApp as social networking which is easily accepted and students have a positive behavior on the student learning process. It can be seen from student

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[4] Charanjit Kaur Swaran Singh and others, "Rethinking English Language Teaching through Telegram, Whatsapp, Google Classroom and Zoom, "*Systematic Reviews in Pharmacy* 11 , no. 11 (2020), 46 Accesed on June 12, 2021,https://doi.org/10.31838/srp.2020.11.9.

[5]Felix Modritscher, "E-Learning Theories in Practice: A Comparison of Three," *Journal of Universal Science and Technology of Learning (JUSTL)* 0, no. 0 (2006): 6, accessed on November 16th , 2020, http://www.justl.org/justl_0_0/elearning_theories_in_practice.

[6] Irfan Suryana, Vicky Hidantikarnillah, and Didik Murwantono, "A Narrative Inquiry of Language Teachers' Perceptions and Experiences in Using WhatsApp during New Normal Post-VOVID-19 Era", *Journal of English Education, Literature and Culture* 6, no.1 (2021), 55, Accesed on June 12, 2021, https://doi.org/10.30659/e.6.1.55-70.

behavior in paying attention and focus group discussions and increasing student participation in collaboration using WhatsApp.[7] The last is from Langgeng Budianto and Yudhi Arifani about utilizing WhatsApp-Driven Learning during COVID-19 Outbreak. Results indicate that WhatsApp can be a suitable primary tool for teaching and learning in EFL class. Teachers can share lessons that include video and audio files, PowerPoint presentations, tasks, and tests on it.[8] Teachers can explain learners' learning activities, online discussion forums, tasks, tests, and feedback more directly via WhatsApp.

While, Google Classroom is a free web service developed by Google for educations that aims to simplify creating, distributing, and grading assignments in cyberspace. [9] There are several services provided in Google Classroom. First, Google Classroom allows teachers to create online classroom area where they can manage all the files in it. Second, Teachers can post some teaching materials, assign assignments to students, and upload grades so that they can immediately see the scores obtained in the course. Third, students and teachers can have conversations about assignments in the comments column and teachers can track students progress. And the last, students can also take attendance every time learning starts. In Google Classroom, Documents are neatly stored in Google Drive and can be edited in the Drive app, like Google Docs, Sheets, and many more.[10] Google classroom deserves to be used in online learning, it has various advantages such as the application is easy to use and evaluates the learning process of students to be faster and more systematic.

The e-learning process by WhatsApp And Google

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[7] Umar Rahaded, Erna Puspitasari, and Dian Hidayati, "The Impact of Whatsapp Toward Uad Undergraduate Students' Behavior in Learning Process", *International Journal of Educational Management and Innovation* 1, no .1 (2020), 64 Accesed on June 12, 2021, https://doi.org/10.12928/ijemi.v1i1.1515.

[8] Langgeng Budianto and Yudhi Arifani, "Utilizing Whatsapp-Driven Learning during Covid-19 Outbreak: Efl Users' Perceptions and Practices," *Computer-Assisted Language Learning Electronic Journal* 22, no.1 (2021), 264–81, Accesed on June 12, 2021, http://callej.org/archives.html.

[9] Mike Okmawati, The Use of Google, 439.

[10] Mike Okmawati, The Use of Google, 439.

Classroom does not always run well. The low level of student ability in the use of online learning systems.[11] In addition, students feel isolated because they can't meet friends in the School. It is undeniable that during online learning the interaction between teachers and students who use online facilities causes the absorption of knowledge unlike when it is carried out offline.[12] The use of WhatsApp and Google Classroom has not been fully utilized in the online learning process. This is caused by various factors, including technical, tactical, economic, and social factors. These are some obstacles that need to be discussed and resolved. Departing from these problems, the researcher aims to conduct a study entitled "English Language Teaching amid COVID-19: The Use of WhatsApp and Google Classroom as Online Learning Tools on Indonesian Islamic High School 2020/2021". This study presents implications. These include; the teachers are expected to adapt to the new learning system (e-learning) well in the pandemic era using WhatsApp and Google Classroom application, teachers are supposed to be innovative in designing material using supporting technology, and active teachers. Meanwhile, students are expected to be able to study independently at home using WhatsApp and Google Classroom applications and be active in the online class to master the English subject.

B. Research Focus and Scope

The research leads to the implementation of the e-learning system through WhatsApp and Google Classroom, the obstacles faced during the learning process, and solutions to solve them when using those applications in theone of Indonesian Islamic Senior High School during the pandemic.

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[11]Shivangi Dhawan, "Daring Learning: A Panacea in the Time of COVID-19 Crisis," *Journal of Educational Technology Systems* 49, no. 1 (2020), 5–22, Accesed on June 12, 2021, https://doi.org/10.1177/0047239520934018.

[12]Anna Sun and Xiufang Chen, "DaringEducation and Its EffectivePractice: A Research Review," *Journal of Information Technology Education:Research*15,no.2016(2016):157–90,https://doi.org/10.28945/3502.

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C. Research Questions

1. How is the implementation of the e-learning system byWhatsApp and Google Classroom in English language teaching?
2. What are the obstacles faced in implementing e-learning by WhatsApp and Google Classroom in English language Teaching?
3. What are the solution in overcoming the obstacles when usingWhatsApp and Google Classroom?

D. Research Objectives

Based on the above research problem, the objectives of this study are:

1. To find out how to implement the e-learning system by WhatsApp and Google Classroom in English language Teaching.
2. To find out the obstacles in implementing e-learning by WhatsApp and Google Classroom in English language Teaching.
3. To find out the solution in overcoming the obstacles when usingWhatsApp and Google Classroom.

E. Research Significances

This study is expected to provide benefits, including:

1. Theoretical benefits:

   The research is a shape of contributing thoughts to the development of knowledge in the English Education department by providing learning innovation with using e-learning in English learning process trough WhatsApp and Google Classroom.

2. The Pragmatic Benefits:

   After doing the research in one of Indonesian Islamic Senior High school during the pandemic, it is expected that this research can be useful to the institution, the teachers and other researchers.

   a. For the school

      To contribute ideas in improving the English learning process and student's result, so it can improve the quality and ranking of schools.

b. For the teacher

The teacher can develop skills to be creative in creating interesting and innovative content using e-learning, especially for WhatsApp and Google Classroom. Thus, it makes students excited to learn.

c. For the researcher

This research can be used as a reference relating to the use of e-learning in improving the English learning process of Senior High School students and for further study.

F. Definition of Key Terms

The following are some definitions of terms by the researcher:

1. E-learning is a learning system that uses electronic tools.
2. Online learning is a learning process carried out in an internet network using the help of electronic devices to connect with teachers and other students.
3. Distance learning is an educational process that is carried out separately between teachers and students so that it requires an interactive communication system to connect them.
4. Asynchronous (indirect online) is communication on a delayed basis, using media such as e-mail, forum, and others.
5. Synchronous (direct online) is direct communication such as Video Calls and chatting.

G. Organization of Thesis

This study is divided to five chapters, including:

1. Chapter 1 (Introduction)

It is containsthe research background, research focus and scope, research questions, research objectives, research significances, definition of key terms, and organization of thesis

2. Chapter II (Review of the Related Literature)

It is contains a theoretical description, theoretical framework, review of previous research.

3. Chapter III (Research Methodology)

It contains the research method, research setting, research subjects, instruments and data collection technique, research

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data validity, data analyzing technique, and research ethical considerations.

4. **Chapter IV (Research Findings and Discussion)**
   It contains research findings and discussion.
5. **Chapter V (Conclusion and Recommendations)**
   It contains conclusions and recommendation.