# CHAPTER I
# INTRODUCTION

In this chapter, the researcher presents the background of the research, statement of the problems, objective of the research, significance of the research, scope of the research, and operational definitions.

## 1.1. Background of the Research

Choosing the right method in carrying out the teaching and learning process is indeed a challenge for teachers and students. Many e-learning platforms can be accessed easily to support the online teaching and learning process. One of the most widely used e-learning platforms is Google Classroom. Google Classroom is widely used to support e-learning because it is easy to use and can be accessed anytime and anywhere.

According to Halverson, et. al. (2017), Google Classroom is an e-learning platform that can be applied by teachers to support face-to-face learning. Meanwhile, Iftakhar (2016) stated that the various advanced features of Google Classroom can be an ideal tool to assist students and teachers in carrying out e-learning activities. Apart from that, this application is also considered as one of the best platforms to keep class organized and improve communication between teacher and students.

Although the use of Google Classroom is considered very useful, of course, not all students rate positively on the implementation of Google Classroom because each student has different behaviors, feelings, and opinions towards the use of Google Classroom that can affect their success in the learning process. Hemrungrote, Jakkaew, and Assawaboonmee (2017) revealed that students' satisfaction in using Google Classroom is because it is easy to use and very practical so that it can positively improve student academic achievement. But unfortunately, not all students understand the true meaning of online learning. This is supported by the results of a research conducted by Atmojo and Nugroho (2020) which showed that some students have misperceptions about online learning.

They assume that online learning is informal so they are too relaxed, unfocused, and lazy in following the learning process.

Several studies show the differences of students' attitudes toward the use of Google Classroom. Putra (2020) indicated that most of the students have positive attitudes toward the implementation of Google Classroom, but at some point, they consider that Google Classroom did not offer a better learning process. Moreover, Diana, Yunita, and Harahap (2021) found that most students have a positive attitude in using Google Classroom, but some students do not rate their experience using Google Classroom as positive. They claim to be unsatisfied with the use of Google Classroom because it is more difficult for them to understand the material given by the teacher.

Based on the researcher's experience during her Teaching Internship Program (PLP), she found out that students' attitudes were very diverse during English learning through Google Classroom. With all the features and conveniences provided by Google Classroom, actually, not all students can enjoy learning through Google Classroom and not all students show positive attitudes. So that the use of Google Classroom is worth to be investigated. So far, most studies have examined the perceptions of students toward the use of Google Classroom. However, studies that focus on students' attitudes in the use Google Classroom are still very limited. Therefore, the researcher conducted a research entitled "Students' Attitudes in English Online Learning through Google Classroom".

## 1.2. Statement of the Problems

Based on the background of the research above, the statement of the problems can be formulated as:

1. What are the students' attitudes in English online learning through Google Classroom?

2. What are the factors influencing students' attitudes in English online learning through Google Classroom?

**1.3. Objective of the Research**

Based on the statements of the problems written above, this research aims:

1. To explore students' attitudes in English online learning through Google Classroom.
2. To know the factors influencing students' attitudes in English online learning through Google Classroom.

**1.4. Significance of the Research**

By conducting this research, the researcher hopes that this research will be beneficial theoretically and practically:

1) Theoretically, it is hoped that this research can be used as a reference for further researchers who will conduct research related to students' attitudes in English online learning through Google Classroom.
2) Practically, it is hoped that this research can provide information to teachers or lecturers regarding students' attitudes in English online learning through Google Classroom so that they can reflect on the way they teach which may affect students' attitudes.

**1.5. Scope of the Research**

The limitation of this research is the students' attitudes in English online learning through Google Classroom. In this research, the researcher explored furthermore about how students' attitudes in English online learning through Google Classroom which include three aspects, namely cognitive, affective, and behavioral. The research was conducted at SMA Negeri 1 Mayong, especially for X MIPA 1 class in academic year 2021/2022.

**1.6. Operational Definition**

Based on the title of the research, three terms can be defined in the operational definitions as follows:

1) Attitude: The way individuals express what they feel and think which then may influence the way they act on objects and situations that occur in their environment.

2) Google Classroom: An educational portal that can be accessed online, where teachers can upload the teaching materials and interact with students in the class stream.

3) Online Learning: The process of providing teaching materials by teachers to students that will be shared through the internet.