

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Due to the increasing spread of COVID-19, the impact felt by the Indonesian people, ranging from economic problems to the obstruction of education (Abidah et al., 2020). Therefore, academic institutions around the world are switching from traditional learning methods to online learning methods (Rafique et al., 2021). Mishra et al., (2020) also stated that due to COVID-19, learning activities have become a pedagogical shift from traditional methods to modern approaches, from individual mode to virtual mode. In other words, teaching and learning activities are carried out in online learning. Oza (2022) defined online learning as learning activities on subjects that are connected through a network that provides access.

Through the pandemic situation, the educational field need to adjust its learning media to meet the students' need such as the use of learning applications. Rafique et al., (2021) has mentioned that most academic institutions have developed efficient online learning systems using applications. Online learning using applications is also carried out by Ben-Jacob and Glazerman (2021) to provide the flexibility to learn more independently with their own intelligence, and can create a pleasant learning atmosphere to explore their potential to the fullest (Widiyaningsih et al., 2021). Additionally, according to Komang et al., (2021), the use of learning application technology is also valuable for students to advance their intentions and understanding in learning.

The significance of choosing appropriate applications for students is also a discussion in the field of education. Fansury et al., (2020) argued that educators, especially those who teach languages, must be able to choose application technology media in online learning. Barrett et al., (2021) suggested educators to adopt a student-centered approach to language learning so that students'

assignment can be connected to technology. This is supported by studies on language learning with digital technology which revealed the important role of technology in Foreign Language (Egbert, 2020). Egbert (2020) also stated that by combining technology with language learning, students could improve their learning abilities. Additionally, Zboun and Farrah (2021) pointed out to improve the teaching and learning process, the role of technology in learning must also be at a reasonable cost. Pale (2021) added that the common obstacles in online learning are lack of internet packages, causing poor internet connections, and internal obstacles such as lack of understanding of learning materials, lack of focus, and difficulty in carrying out tasks.

However, it is not an easy thing to face online learning, some scholars have pointed out the difficulties during online learning. Ulfa et al., (2020) found out the challenge of online learning is to design the proper learning procedures, so that students do not feel burdened by the tasks given by the teacher. They added the numbers of the students dropping out of school because they feel burdened by abundance online assignments. In addition, during online learning, the teachers must be able to choose a design and assignment material that is easily accessible to all students so that it can make it easier for teachers to check the assignments of all students (Komang et al., 2021). Furthermore, in learning foreign languages, especially English, Pale (2021) mentioned about the barriers to learning English, the lack of motivation and attention of students which can lead to problems in online learning. Ulfa et al., (2020) also mentioned that motivation take a significance role because when learning motivation has been formed, students will focus on learning to be able to master their foreign language knowledge.

From this study it was found that teachers at West Jakarta State Junior High School used an online application during online learning, namely the Google Form Application. They use the Google Form Application as a tool to provide online assignment assessments to students. Based on previous research that discussed the Google Form application, this application can make it easier for students to access Google Form because the number of participants is not limited, and can do several types of assignments in a short time (Dina, 2021).

Google Form can also be accessed for free, and can meet the needs of its users (Iqbal et al., 2018).

Widiyaningsih et al., (2021) said that there is still little research on the use of Google Form for task assessment tools, especially in English classes. Based on a descriptive case study, Irawati (2021) stated that their research aimed to find out the perceptions of students in writing classes using Google Classroom during the covid-19 pandemic. They suggest studying other applications in the Technology Acceptance Model class with regard to ease of use, usability, attitude, and behavioral acceptance. According to them, there is a drawback in the Google Classroom application, which is that it does not have an attractive appearance. For this reason, they suggest researching other, more interesting applications related to the technology acceptance model in the classroom, especially for English classes during the COVID-19 pandemic. Because the use of the Google Form application can be said to be interesting and relatively new for learning, adaptation is needed in responding to online learning (Kolang et al., 2021). Therefore, based on the findings, the researcher fills the gap to find out how students perceive using Google Form on English assignments with the Technology Acceptance Model.

1.2 **Research Questions**

Based on the background of the problem presented, the writer formulates the research question as follows:

“What are the students’ perceptions toward the use of Google Form Application for English Assessment?”

1. How is students’ perception in terms of perceived usefulness of Google Form application?
2. How is students’ perception in terms of perceived convenience of Google Form application?
3. How is students’ perception in term of perceived intention of Google Form application?

4. How is students' perception in term of perceived attitude Google Form application?

1.3 Aims of The Study

The aim of this study is to describe students' perceptions toward the use of Google Form based on four technology acceptance model

1.4 Scope of The Study

This study focuses on describing students' perceptions of the use of the Google Form application that they use for an English assignment assessment tool in the implementation of online learning based on four technology acceptance model.

1.5 Significance of The Study

Theoretically:

1. This study gives contribution to field educational or pedagogical, especially for learning English using application media.
2. This study can be an inspiration for other researchers conduct future research that relates to this topic.
3. Hopefully this study also can be a resource for further study about the use of learning media.

Practically:

1. This study are expected to give new insight for the English teacher and the English Education Department students
2. This study provides information, model as a reference for the use of learning media for students, so it can be applied in the online class.
3. This study can be used to provide experience in the use of learning media, especially for English Foreign Language grade second Grade Junior High School.

1.6 Definition of Key Terms

The definitions below to clarify the key terms:

1. **Google Form Application**

Google Form is part of the Google application, which can create special events, create online surveys, give assignments such as quizzes, and collect information in a more efficient way (Siyamta, 2018). In this study, Google Form is used as a tool for assessing English students' assignments.

2. Students' Perception

Student perception is a natural process of using the five senses in receiving and interpreting complex information in an area (Popovici & Mironov, 2015). So when students know, understand and be aware of an object, it means that students have a perception. This study discusses students' perceptions of accepting the use of the Google Form application for their assessment tool. Students' perceptions are needed to be able to answer this research question.

3. Online Assignment

Online assignments are jobs that a person assigns as part of networked learning (Oza, 2022). When learning English online, students are given online assignments using the Google Form application.

1.7 Organization of the Paper

This research consists of six chapters. The first chapter is about the introduction which consists of a basic description of this research. The second chapter is about the theoretical framework of the theories related to this research. The third chapter discusses the research methodology of this research. The four chapter contains research findings and analysis of the data that has been collected. Next chapter five discusses the findings that have been analyzed. Then the last chapter is chapter six, contains conclusions, limitations and suggestions of this research.