

CHAPTER 1

INTRODUCTION

A. Background of Study

In this era technology is a part of our life, and with the pandemic, most people finally shared how technology had excited them. Most of the time, people used it for fun things like playing games, talking on social media, looking at information, and doing other things they liked.

It is impossible to deny this phenomenon, which mostly occurs in a portion of the world, given how rapidly technology has advanced in recent years. According to Simuforosa (2013) in Harjanto & Sumarni (2019), it is evident that students are surrounded by computers, the internet, smartphones, and other forms of technology that have an impact on their social and educational lives.

Their use of technology alters their learning habits, making it easy for them to become bored when a teacher only explains without providing them with any visual images or printed materials. In light of this circumstance, there is a significant opportunity to incorporate technology into the teaching method rather than continuing with the conventional approach. Teachers must utilize technology in order to keep up with their students in light of this phenomenon.

It has been demonstrated that technology improves learning outcomes and student active participation. In contrast to the traditional

approach, which would only require students to become passive learners, students participate more actively in the learning activity.

According to Ali & Ayari (2012) and Harjanto & Sumarni (2019), teachers who use technology to explain or lead activities encourage students to participate. This indicates that students may lose interest in using technology because they do not actively participate, which would demotivate them to study. According to Nagler (2016) in Harjanto & Sumarni (2019), one of the primary objectives of teachers is to inspire students. As a result, it is critical to accommodate students' learning styles because they have an impact on outcomes. As a result, the most effective teaching methods should be identified and evaluated frequently. There have recently been a lot of different applications that are easy to use for students and teachers alike.


 أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ أَقْرَأْ وَرَبُّكَ
 الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

In this Quran verses, it can be concluded that this technology cannot be separated from science, which Allah swt. Commands us to read and pay attention to nature around us. As a result, reading al-alaq 1-5 teaches us to use technology because humans will do research.

Stakeholders in schools, including students and teachers, recognize the benefits of educational technology (Stosic, 2015; Harjanto & Sumarni, 2019). Through a virtual online class, Google Classroom, a free tool,

offers a variety of features that encourage student and teacher interaction, especially in English class where in Indonesia, English as a foreign language. When the writer teaching practice II July 2020, the writer finds the problem that the teachers have difficulty in using Google Classroom. This is the first time they use technology in learning. They are shocked and have to adapt to the circumstances. The pandemic has changed learning strategies from offline to online. They don't even know Google Classroom before, confused where they can get information about how to use Google Classroom. They have to adapt quickly and also have to quickly learn about Google Classroom. The reason why they use Google Classroom is because of directions from their superiors to use it. Then the writer is interested in carrying out research on this. The writer thinks the use of Google Classroom will make an experience for the teacher. Especially, during this pandemic which requires school from home. It will provide a lot of experience to the teacher. One of school that use Google Classroom is SMPN 12 Banjarbaru. It school used Google Classroom during this pandemic.

B. Definition of Key Terms

1. Teaching skills

Teaching skill are the hard and soft skills that help a teacher keep students engaged. These skills can also help teachers position themselves as an educator, earning the attention and respect of their students.

2. Pedagogical theory

Pedagogy is the study of the theory and practice of education. It is concerned with the underlying values and principles that influence our approaches to learning, teaching and assessment.

3. Professional skills

A professional skills describes a habit, personality trait or ability that positively affects performances in the workplace.

C. Research Question

This study was carried out to answer the following research question:

How does teacher use of Google Classroom at SMPN 12 Banjarbaru in terms of their teaching skills, pedagogical theory, and professional skills.

D. Objective of Study

This study was conducted to achieve the objectives.

To explore the use of Google Classroom at SMPN 12 Banjarbaru in terms of their teaching skills, pedagogical theory, and professional skill.

E. Significance of Study

The result of this study is expected be useful knowledge in the future for EFL class.

1. To English teacher in the future this study can be reminder and knowledge in the future.

2. To the writer this study can be a very valuable experience for having complete it.
3. To reader who read this study in the future can be an inspiration and knowledge for their study.