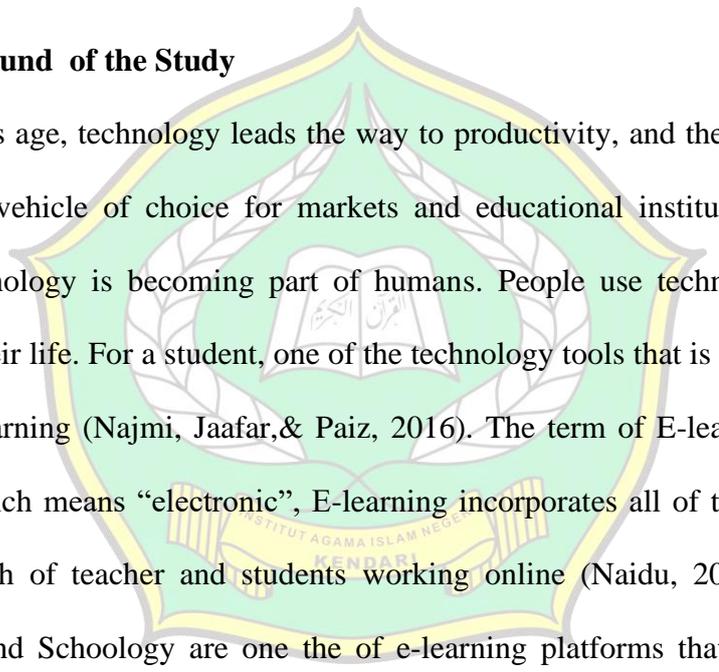


# CHAPTER I

## INTRODUCTION

This chapter is going to discuss the students' preference related to the use of E-learning that focuses on Google Classroom and Schoology in EFL classroom, this part presents the background of the study, the scope of the study, the research question, and the purpose of the study. Moreover, it includes the significance of the study and the definition of the key terms used in this study.

### 1.1 Background of the Study



In this age, technology leads the way to productivity, and the internet has become the vehicle of choice for markets and educational institutions (Wani, 2013). Technology is becoming part of humans. People use technology in all aspects of their life. For a student, one of the technology tools that is often used to learn is E-learning (Najmi, Jaafar, & Paiz, 2016). The term of E-learning comes from “e” which means “electronic”, E-learning incorporates all of the education activities both of teacher and students working online (Naidu, 2016). Google Classroom and Schoology are one of the e-learning platforms that are usually used in the online learning process.

In the last decade, many researchers interest to see the use of Google Classroom and Schoology. Ventayen, Estira, Espinosa, Guzman, and Cabaluna (2018), conducted research to investigate the usability of Google Classroom. This study found that the majority of the respondents agreed that Google Docs, Sheets are easy to understand and operate, and then on the level of satisfaction of using Google Classroom, most of the respondents agreed that they would recommend it

for online learning. Another study, conducted by Al-Marroof, and Al-emran, (2018) showed that Google Classroom is easy and useful, and the participants are highly motivated toward the incorporation of such pedagogical tools in student's learning process. While Low (2017) showed that Schoology could motivate students and had a positive effect on students' learning outcomes. Then, Biswas (2013) evaluated the different prospect of Schoology supported classroom management. The result of this study shows that Schoology can be advanced tool that help school stakeholders fulfill the demand for strong literacy skills and development for students.

In the Indonesian context, Google Classroom and Schoology have been an issue in the EFL classrooms. Nurhayati, Az-Zahra, and Herlambang (2019) examined student's experience using Google Classroom and Edmodo. This study found that Edmodo is suitable for the learning process that uses full online learning, while Google Classroom is more suitable to be used as supporting / complementary learning. Another study conducted by Sibuea (2019) this research showed that Google Classroom was a satisfying LMS (Learning Management System) for blended learning in PLU course (Pengantar Linguistik Umum) because of its features, user-friendliness, and appropriateness in higher education program. Rama, Rahim, and Alberth's study (2018) shows that students gave positive responses to Schoology. The advantages of Schoology for teaching reading comprehension were responsible, collaboration, ease of use, and accessibility for students. Meanwhile, Wibowo (2016) found that Schoology can be an effective way as a medium for teaching and learning.

Based on the discussion above most of the researchers focused on the effectiveness of Google Classroom and Schoology. However, a study to explore what are students preference for Google Classroom and Schoology is profoundly limited. Therefore, this investigation became necessary and essential. According to Hodges, Lockee, Trust, and Bond (2020), students' attitudes towards online instruction can affect the perception of the success of teaching and learning.

In addition, little attention has not been paid to concerning study of EFL students' preference for Google Classroom and Schoology at one of universities in Southeast Sulawesi. Therefore, the present study can be one of the important considerations for teachers or faculties in providing appropriate e-learning platforms for students. Whereas, the user has an important role in the development of applications. User or students' behavior and emotions towards an application is very important to the e-learning performance (Farida & Sismoro, 2020). Therefore, this research investigated students preferences for an e-learning platforms in terms of Google Classroom and Schoology.

## **1.2 Scope of the Study**

This present study is limited to students' preferences for E-learning platform namely Google Classroom and Schoology and investigates what e-learning that students prefer between Google Classroom and Schoology. Students' responses regarding their learning experiences while using Google Classroom and Schoology was used as a data collection for this study. Therefore, this study was explored students' preferences regarding Google Classroom and Schoology by the participants from the fifth semester in the English Education Department at one of higher education institutions in Southeast Sulawesi.

### **1.3 Research Question**

In relation with the background of the study above, this study has one problem identified as in the following that is; “what are the student’s preferences for Schoology and Google Classroom as an online platform in EFL classroom?”

### **1.4 Purposes of the Study**

Dealing with the statements of the problem above this present study has one aiming to investigate students’ preferences for Schoology and Google Classroom as an online platform in EFL classrooms.

### **1.5 Significance of the Study**

This study offers important theoretical and practical insights. The finding of this study can be used as references for those who want to investigate students’ preferences regarding Google Classroom and Schoology. Moreover, this study creates awareness among EFL teachers about students’ preference on Google Classroom and Schoology. As a result, teachers can help their students to improve students’ interest in online learning based on students’ preferences of Google Classroom and Schoology.

Hence, it can give positive impact on academic society such as for institutions to improve the quality of the e-learning application. In another hand, the positive impact in practice, this study helps a teacher to integrate their teaching strategies in teaching and to increase students' motivation to learn English. Therefore, this research was being helpful for a teacher to know about students’ preference between Google Classroom and Schoology.

### **1.6 Definition of Key Terms**

This part is aimed to define some important terms in this study as in the following:

The term EFL students are regarded as English as a Foreign Language. Foreign language means the language used outside the country. The audience of EFL is whom English is not the first language or the official language of the country such as Indonesia, China, South Korea, and so on (Peng, 2019). In these countries, English is not required for daily communication. Other than that, Iwai (2011) states that EFL students mean students who learning English in non-English speaking countries such as Indonesian learners of English in Indonesia.

The term e-learning platform is an integrated set of interactive online services that provide trainers, learners, and others involved in education with information tools, and resources to support and enhance education delivery and management. In addition, according to Ouadoud, El Kadiri, Chkouri, and Nejjar (2016) a type of e-learning platform is a software including services to assist teachers in the management of their course. The e-learning platform is a computing device that groups several tools and ensures the educational lines.

The term Schoology is one of the Social Learning Networks (SLNs) gaining popularity in the field of online learning. From its webpage ([www.Schoology.com](http://www.Schoology.com)), it explains that “Schoology is an online learning, classroom management, and socialnet working platform that improve learning through better communication, collaboration, and increased access to the curriculum and supplemental content”. Other than that, Low (2017) states that Schoology is free and allows for teachers and students to interact online in a user-friendly and secure environment.

The term Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading the assignment. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom integrates docs, sheets, slides, Gmail, and calendar into a cohesive platform to manage student and teacher communication. According to Iftakhar (2016), Google Classroom is considered one of the best platforms out there for enhancing teachers' workflow. It provides a set of powerful features that make it an ideal tool to use with students.

