

CHAPTER I

INTRODUCTION

A. Background of the study

Education is a part of human life. Education will have a positive impact on the young generation and also education will prepare a good generation for the country. Education is a process of teaching carried out by teachers, training and learning for student, Teaching and learning a foreign language, especially English is not an easy job for the teacher, because in teaching English Language, there are many aspects to teach, among of them which included four skills that are listening, speaking, reading, and writing. Speaking is one of the most difficult language competencies for students to master. In learning English the most important thing so that we can quickly master it is by practice, speaking in the language we want to learn. However, for those of us are non-native languages, any problems arise. Problems in learning English are not only found in primary, secondary, and higher education, but will continue to the University level. The problems that are the most often encountered are first, students are often not fluent in speak English, second students often think about what they want to say and third is the lack of vocabulary that is remembered. This cannot be separated from the problem that will arise

when the learning process takes place. In teaching English there are quite a barrier to the development of their English language skill.

In this modern era everything is getting faster in any field as well as humans especially technology. The development of education is indirectly influenced by technology. During this pandemic, there have been many technological products that can be used in the world of education. Technology eases teacher or lecturer to deliver material, some applications or learning websites are available to support distance learning, there are many kinds of media can be used media learning. The use learning media and online learning methods must be used by teacher to the maximum because many problems arise during this language online learning. According to Quadri et al¹. stated in their research that there are several obstacles in implementation of e-learning and they divide them into four areas, namely students, instructors, infrastructure and technology, and institutional management. It is undeniable that problems can arise from students or teachers As quadri et al stated that one of the problems in e-learning is technology, one of them is learning media. Not all media can be used for teaching and learning speaking, because speaking learning need to communicative interaction activities where

¹ Quadri, N. N., Muhammed, A., Sanober, S., etc, "Barriers Effecting Successful Implementation of e-learning in Saudi Arabian Universities." *International Journal of Emerging Technologies in Learning* (2017), Vol 12, No 6 DOI: 10.3991/ijet.v12i06.7003

teachers and students talk directly to discuss a lesson. Limitation on internet access and the unpreparedness of teacher and students to use digital platforms due to low digital literacy are some of factors that hinder the effectiveness and efficiency of online speaking learning.

One of multimedia for teaching speaking is Google for Education, Google for education is a media product designed specifically for education. Can be facilitates up to 259 students. Online learning videos can be recorded and directly saved to Google Drive. There is a hand rising feature for student if they have some question and digital whiteboard that can be used if we want to explain something that can't explain with speak like a formula math. There is a role as a moderator, moderator reserves the right to mute, pin or delete participant also can disable the chat feature in the video and block participants who appear in online classes without being invited beforehand. Especially for teaching and learning speaking Google for Education has a facility its Google Hangout / Google Meet, with Google Meet we can meet in person at the same time but in different places (Synchronous Learning). For students who are usually not actively speaking, it will be more free to express their opinions/questions via online learning. In addition, with google for education process becomes easier because although learning in online we can meet and interact as usual. The most important thing in learning speaking during this

pandemic is learning media, where teachers can directly pay attention to students, see their language development.

So from this Background the Researcher choose this setting because the learners of 1st semester grow with environmental condition that used Google for education in learning and teaching speaking because the pandemic of Covid-19. So the researcher think, it will because to obtain reliable data and easy to find out the Correlation of Google for Education with Teaching and Learning Speaking One in Islamic State University Sultan Maulana Hasanuddin Banten.

B. Identification of Problem

Based on background of the studies, the researchers identifies some problems which covered in it, they are:

1. Teaching and learning speaking its not easy to do in pandemic era like this situation where we have to do social distancing.
2. The students and teachers still have difficulties on learning speaking in learning distance
3. There are need to be a seminar on learning media used for the distance learning

C. Limitation of Problem

Due to the researcher has some limitation, so the focus of this study only concern to find out is there relationship between Google for

education as media with teaching and learning speaking One of in 1st Semester of English Education Department in Islamic State University Sultan Maulana Hasanuddin Banten.

D. Statement of Problem

Based on the limitation of the problem, the researcher purpose two research questions as follow:

1. How is implementation of Google Meet in teaching and learning processes of speaking?
2. Is there a significant relationship between Google for education with teaching and learning speaking in State Islamic University Sultan Maulana Hasanuddin Banten?

E. The aim of the research

1. To find out the implementation of Google Meet in UIN SMH Bnaten
2. To find out the correlation between Google for education with teaching and learning speaking

F. Significant of the Research

The benefits of the research are divides theoretically and practically as follow:

One on hand, theoretically this study hopefully can contribute for adding to the treasury of science in educational literature and can be

input for those who are interested in following up on the result of this study and Can be used as reference material in higher education institutions and school to improve quality and educators

On the other hand practically this study will be beneficial for many parties such as teachers, student and other researcher so the significant are:

1. The Lecturers

Especially for the English lecturers, researcher hopes that this research will help provide information about correlation of Google for education with Teaching and Learning Speaking to be used as reference for the learning process.

2. The Students

- To make it easier for students in distance learning
- To increase the student motivation in learning speaking

3. The Writer

- To know the correlation of Google for Education with Teaching and Learning Speaking

G. Hypothesis

According to Dennis Hypothesis is a tentative solution to a problem, it means before finding the result based on the review of literature we are going to formulate a hypothesis based on problem.

The Hypothesis of this study can be described as follow:

H₀: There is no correlation of Google for education with teaching and learning speaking

H_a: There is correlation of Google for education with teaching and learning speaking

H. Previous Study

Previous research is the basic for researcher doing this Research but researcher does not find the same as title. Here are Previous study which is still related to my research

The First research by Lawrence J. Awuah (2015): **Supporting 21st-Century Teaching and Learning: The Role of Google Apps for Education (GAFE).**² Experimental study on a group of computers science student from the University of Ghana. The study was conducted after in-class deployment of GAFE during the fall 2013 semester. The researcher used a quantitative research design. The study provided an understanding of GAFE adoption on campus and the potential impact on student performance. The Objective for the research study was to explore the applicability of Google Apps in the classroom. The results of this study collaborations among students and academic staff could

² Lawrence J. Awuah, *Supporting 21st-Century Teaching and Learning: The Role of Google Apps for Education (GAFE)*, experimental study of a group of computers science student (Ghana :University Of Ghana,2015)

significantly improve teaching and learning if adopted and used effectively.

The second research by Alexander Otitodirichukwu ASOMBA (2015): **Factor Affecting Students' Use Of Google Apps For Education In Developing Countries.**³ Experimental study is all undergraduate students of the University of Benin, Edo State. The researcher used questionnaires designed. the focus of the study is to investigate the Factors Affecting the Use of Google Apps for Education among Undergraduates in the University of Benin. Specifically, find out whether factors such as technical-know-how, teachers use, internet, tools and other factors affect affects students use of Google Apps for Education, and if they do, to what extents. And the results that internet availability is the major factor affecting students, learning environment constituted the second major factor, The teacher, his teaching method and style constituted third major factor. The students themselves are the fourth major factor affecting their own use of Google Apps for Education.

The third research by Ade S. Permadi and Rahmani (2020): **Analysis Of The Implementation Of Google Apps For Education Learning**

³ Alexander Otitodirichukwu Asomba, *Factor Affecting Students' Use Of Google Apps For Education In Developing Countries*: a case study of is all undergraduate students (Benin: University of Benin udergraduates,2015)

Media.⁴ Experimental study semester V information Technology Education Student of University Muhammadiyah Palangkaraya. The researcher used qualitative research. The aims of the study is to determine the effect of the google apps for education technology education students. And of this research the result is to indicate that google apps for education by using the google classroom application can be applied in the learning process of student because it can help students in doing assignment and to facilitate discussion un the teaching and learning process.

In this study, researcher only focused on correlation Google for Education in teaching and learning speaking. The uniqueness of this study is speaking learning using google meet which the students and teacher in one frame and also at the same time or in other term is synchronous learning so the researcher can monitor the classroom condition. The difference of this study from the two research above is that I researched on of the facilities that is Google Meet.

⁴ Ade S, and Rahmani,” *Analysis Of The Implementation Of Google Apps For Education Learning Media: a case study of semester V*” Information Technology Education Student, Vol 5, (2020)

I. Organization of Writing

In this research, the researcher will be organizes this paper as of:

Chapter I is Introduction which consist of the Background Study, Identification Of Problem, Limitation of Problem, Statement of Problem, The aim of the Research, Significant Research, Hypothesis, Previous Study and Organization of Study.

Chapter II is Theoretical Review which consist Google For Education (Definition of Google For Education, Element of Google For Education), Google Hangouts/Meet (How to use Google for Education), Speaking, Teaching and Learning Speaking, Concept of Teaching and Learning Speaking, Problem of Teaching and Learning Speaking, Learning Evaluation, Technology on Teaching and Learning Speaking in Pandemic Era.

Chapter III is Method of the Research which consist are Method of the Research, Setting of the Research (Place and Time of the Research), Population and sample, Technique of Data Collecting, Research instrument and Technique of Data Analysis.

Chapter IV is result of the study consist are Data Descriptions, Normality Test, Validity test, Reliability Test, Hypothesis test and Interpretation of Data Research.

Chapter V is closing which consist are conclusions and suggestion