

CHAPTER I

INTRODUCTION

1.1 Research Background

The spread of the Corona virus disease (COVID-19) has infected all elements of the world community. COVID-19 has been declared as a world pandemic, referring to the WHO decision as stated in Khatri et al. (2020). It has disrupted life all over the world, including among Indonesian people and academicians. According to the President's instruction, Indonesian people have to limit the interaction among the community because this virus can spread easily through interaction. This pandemic highlighted the need to use online models and applications to achieve learning goals (Schneider & Council, 2021; Wargadinata et al., 2020). Minister of Education and Culture, Nadiem Anwar Makarim, encouraged all parties to ensure that students continue to learn from home.

Learning from home is the best way to limit the interaction so that the spread of the COVID-19 virus can be prevented. Some teachers applied several methods in the teaching process. To make it easier, teachers and students use the internet as an online learning media. Online learning allows students to easily access learning materials. The high demand for internet access drives the creation of subject-based learning resources, which leads to the creation of the final product in the form of e-material (Ibrahim & Febriani, 2018).

Online learning is a system of delivering learning material to students via web or audio and video recording. This system includes several features such as

assessment, direct student participation, student tracking, collaboration, and also a communication tool. Demiray (2011) states that online learning is the action of delivering course materials and instruction to learners by using internet technology. Online or virtual learning is useful for students as they can learn and gain knowledge from the activities and interactions carried out in learning. Students can understand the material even if it is delivered online.

Online learning becomes an alternative for teachers and students in this pandemic situation. Accordingly, a growing number of students are opting for online learning due to its conveniences (Kauffman, 2015). Online learning can be conducted through teleconference, WhatsApp, and other online applications. It makes the teaching-learning process better, interesting, and efficient. Also, it can easily clarify concepts. Teachers will show the material in the form of YouTube videos, meet the students by Zoom, or find the theory from Google so that the students will be easier to learn English online. Furthermore, the teachers must always seek out engaging teaching materials so that the students will not feel bored. An achievement as well as emotions can influence the decisions made by students for online learning and participation, then, interaction and academic achievement are closely related to online learning environments. It is intended that students will keep studying earnestly even if they are doing so from home. Therefore, students are expected to write the answers to the assignments and then send them via the Google Classroom application.

Writing is a communicative, productive, and expressive activity using written materials as the medium. This activity is intended to convey a message from

the author to the reader. In writing activities, students must be able to use grammar structures and vocabulary. Jarvis (2001) emphasizes that many students do not enjoy writing as they feel that if they are not able to do it properly at first, then they will never get it. According to Urquhart and McIver (2005), writing is a recursive process, which means students often revise the whole process. Then, students must also learn strategies for discovery, and teachers must assist students in creating content and setting goals. It is hereby stated that the reader, the purpose, and the opportunity to determine all types of writing which are effective in their reasonable fulfillment will make the writing complex.

Writing is a productive skill that focuses on producing language rather than accepting it. According to Harmer (2012), writing is an ongoing activity that emerges from the writer's mind about what they want to say and how to say it. The writer must read and recheck the writing after finishing the text. Therefore, writing cannot be done in one step, but it needs to take several steps, which include planning, drafting, editing, and the final version (Harmer, 2012). Good writing usually can attract the reader's attention to the content of the text. Thus, students need to use the correct grammar rules, then select the appropriate vocabulary, and consider coherence and cohesion, so that the writing will produce a good sentence with the right meaning (Wijaya, 2014).

In learning English at SMPN 1 Mengwi, the teacher previously taught with various strategies, but during this pandemic period, the teachers need to find a way to transmit the knowledge without having to meet. Online learning becomes an alternative to connect teachers with students. However, there are some obstacles to

online learning. There are five main challenges faced by students and teachers namely the level of digital literacy of students, differences in students' social backgrounds, social interaction, student attendance, and finding students' problems in learning. Teachers has a responsibility to help students so that they can move from their current state of ability to a new state of ability. Learning English requires students to master four language skills, namely listening, speaking, reading, and writing.

According to Pappas (2015), by using Google Classroom, teachers can provide a more efficient learning process, as it can carry out teaching and learning activities to be more productive and meaningful by simplifying assignments, increasing collaboration, and facilitating communication. By using Google Classroom, the teachers can create classes, give an assignment, and send feedback. Teachers and students will not send wrong messages because in Google Classroom there will be no private messages coming in. In addition, Google Classroom's memory capacity makes advantage of the email's memory so that the assignment files uploaded via Google Classroom will not take up any space on the phone's memory. Notifications in Google Classroom will not make a fuss because notifications appear specifically on Google Classroom learning media. The use of Google Classroom simplifies the process of teaching, learning, and assessing student assignments for teachers.

The use of Google Classroom will be greatly influenced by the literacy ability of the teacher itself. Teachers' digital literacy indicates the ability to use digital resources and virtual learning platforms in the educational environment. Teachers

equipped with basic digital literacy will be highly competitive in future online or classroom practice (Zamora-Antuñano et al., 2022). Recent studies suggested that the effective improvement of teachers' digital literacy in schools profoundly changed the conventional teaching and learning society. However, teachers' digital learning has accelerated owing to online teaching during the COVID-19 pandemic. The effective use of digital technology in schools also requires profound changes in teachers' digital literacy (Agélii Genlott et al., 2019). The development of teachers' digital literacy will deepen within blended teaching in the future, especially to used google classroom (Wong et al., 2021).

Many research has been conducted to determine whether Google Classroom is useful for online learning. Harjanto and Sumarni (2019) studied the experiences of seven teachers using Google Classroom in South Tangerang. The study was designed on a qualitative methodology. It was carried out to evaluate the experience of teachers in using Google Classroom as an educational learning platform. The teachers were chosen deliberately based on their active involvement for one year in the Google Classroom platform. This study showed that teachers used Google Classroom as a tool to facilitate and manage student assignments, organize classes, and accommodate interactions with students. Teachers also find Google Classroom very helpful for holding their virtual classes. Google Classroom is a free service that assists teachers and students in the learning process and provides a variety of benefits to its users (Hapsari & Pamungkas, 2019). Furthermore, Google Classroom can be used to facilitate the online learning process (Utami, 2019). Google Classroom can be used in online learning.

Google Classroom is a Google search feature that is used by teachers and students for online learning. Iftakhar (2016) states that "Google Classroom is intended to help educators manage the creation and collection of student assignments in a paperless environment, essentially leveraging the framework of Google Docs, Drive and other applications." On this pandemic situation, Google Classroom is particularly suitable to be utilized by the schools as it can foster and develop student knowledge during the online learning. Also, Google Classroom can save unlimited assignment files effectively. Then, teachers can provide class instruction and share assignments without paper, comments, and student work assessments in one place. The teacher can save the time when there is an active class. Finally, the teacher becomes more focused on explaining the material during the class (Iftakhar, 2016).

According to (Sihotang et al., 2020) in his research Google classroom can improve student's learning because Google classroom can creating a learning atmosphere that can stimulate the ability of student to explore their potential optimally with creative, innovative, and fun. However, Google classroom in learning to write has never been studied so that researchers are interested in conducting research using google classroom. Google Classroom can improve students' writing skills, especially in writing descriptive texts because they will always be trained to write using Google classroom and no longer need to write in notes which can cause boredom where learning using online media will make students more interested. One of the problems of students in Indonesia is that they are lazy to write directly in their notebooks so that their writing skills become less

trained and lack of vocabulary. Evidence of effective teaching can be found in the quality of student-produced work (Marlika, 2020).

According Diccico (2016), Google classroom can effectively improve students' learning abilities in the field of vocabulary development. In Google Classroom, teachers can send assignments to all students and every student can see it. Students can submit assignments individually without disturbing other students with notifications. The assignments can be submitted in the form of images, videos, or files. Students can view the assignments and send them easily by simply clicking on the assignment and adding attachments. Assignments can be submitted not only by one teacher, but by all teachers at the same time. There are several benefits from using Google Classroom. First, this application is easy touse. Second, it can support student and teacher learning activities because everyone can share and access material resources and documents.

In the preliminary study, the teacher asked students to create a Google Classroom account. After that, the teacher sent the class code that the teacher had previously made to invite the students. Then, if all students have already joined, the teacher forum page informed that they would start teaching with Google Classroom and send notifications in the form of assignments on Google Classroom according to the theme given. Students started to learn English in Google Classroom to do writing English assignments that have been given by the teacher. Students was expected to be able to write assignments in English and send them on the class assignment page. In the first assignment, the teacher analyzed students' response toward the assignment given, starting from the time frame, writing ideas,

and obstacles when they worked on the assignments.

The use of Google Classroom for writing competence are practical and simple. It is practical because the students only need to type without sending email or printing the assignments and also without having to meet directly with the teacher. According to Brown (2007), the complexity of writing includes skills in reducing redundancy, combining sentences, making conclusions, and making lexical types. Students can see the flow feature that shows writing assignments. Students can also see notifications and scores on the application feature. Iftakhar (2016) states that students can get grades on Google Classroom. Students can also send assignments directly to the Google Classroom if they have finished it. Yunus and Syam (2021) states that most students were satisfied with the Google Classroom software used in online classes especially during the pandemic because face to face learning is limited and Google Classroom is the right choice for teachers and students to facilitate online learning. By using Google Classroom, students can do their assignments effectively and quickly.

Considering the importance of teaching writing and the substantial use of Google Classroom during the pandemic, it becomes important to analyze the phenomenon through a research. Therefore, this research was conducted by taking an English teacher and sixty students at SMPN 1 Mengwi as the samples. This research aimed to investigate the implementation of Google Classroom to teach writing, as well as the students' opinions about the writing instruction that was conducted through the platform.

This research was conducted to describe the use of Google Classroom in

teaching writing. Google Classroom is useful as it is easy to use and easy to access. The existence of Google Classroom can assist teachers to teach writing. Also, the teacher can provide input about students' writing. Besides, it helps students to learn writing easily. Those reasons encouraged the researcher to conduct a study entitled "The Use of Google Classroom for Teaching Writing".

Several related studies had been conducted prior to this current research. A study by Rakhmawati (2020) investigated the influence of Google Classroom on students' writing skills by taking 20 students from the first semester of STKIP PGRI as the samples. The research proved that Google Classroom give an effective influence on learning writing for the students, as the learning process was perceived to be more effective, interesting, and fun. In the same sense, Syakur (2020) also found that blended learning through Google Classroom could improve students' English achievement in higher education as it facilitated the learning process effectively. In line with the previous studies, studies by Kado (2020) and Cahyono et al. (2019) also found that students had positive perception on the effectiveness of Google Classroom to facilitate the learning process.

Similar positive results were also found in a study by Ratnaningsih (2019) that even concluded that the use of Google Classroom can assist students' independent learning, as they were able to control their learning process through the platform. Rossytawati (2018), on the other hand, found that there were several challenges that students faced while learning through Google Classroom. The challenges were related to students' hard time in minimizing their time and effort in doing and collecting the assignment.

Regarding the previous studies, it can be seen that Google Classroom is mostly perceived positively and found to be effective in facilitating the online teaching and learning process. However, none of the studies explained how the online learning process was conducted through Google Classroom, especially when it is used to facilitate writing instruction. Moreover, the studies were mostly conducted in higher education level, while all of the education levels were being affected by the pandemic. This urged the need to conduct a study that investigated the way writing instruction was delivered through Google Classroom, especially considering how important writing is as one of the basic skills in English that students need to master. Furthermore, as lower to middle education levels were rarely covered in previous studies, it also became interesting to conduct the study at the levels. Therefore, this study was conducted to describe the implementation of writing instruction through Google Classroom, as well as students' attitudes or opinions towards the writing instruction that was conducted through Google Classroom.

1.2 Problem Identification

With the current COVID-19 situation, schools and other academic institutions are forced to conduct the learning process online. Many educators in all regions of the world are building effective learning activities through online platforms to support the online learning during the pandemic. One of the platforms used is Google Classroom. Google Classroom provides many features that aim for more productive and meaningful instruction by managing assignment efficiently, increasing collaboration, and improving communication.

One of the instructions that is delivered online through Google Classroom is writing. The implementation of this writing instruction becomes interested to be investigated as writing is a productive skill that focuses on producing language. As stated by Harmer (2012), writing is an ongoing activity which emerges from the writer's mind about what they want to say and how to say it. The writer must read and also be able to correct the writing after finishing writing the text. Therefore, writing cannot be done in one step, but it needs to take several steps, steps: planning, drafting, editing, and the final version (Harmer, 2012).

Therefore, the way Google Classroom is used in delivering writing instruction was interesting to be investigated, in relation to the features and benefits offered by Google Classroom. Further, the opinions that the students have towards the instruction is also interesting to be explored. Therefore, this study aimed to investigate the implementation of Google Classroom to teach writing and the students' opinion towards the learning process by taking an English teacher and 60 eighth grade students at SMPN1 Mengwi as the subjects.

Google Classroom was the learning platform that was investigated considering how it has been perceived positively by both the teachers and students, as suggested by previous related studies. Further, SMPN 1 Mengwi also used the platform to facilitate teaching and learning process during the pandemic. The writing instruction was being focused on as it is one of the important basic skills in English that is often perceived to be difficult by the students. Therefore, it became interesting to investigate how the writing instruction was carried out through Google Classroom and what the students' opinion towards it, particularly at SMPN

1 Mengwi, as the implementation at the school was never investigated prior to this study.

1.3 Research Question

Based on the background, the research questions can be concisely formulated as follows.

- 1) How does the teacher at SMPN 1 Mengwi implement Google Classroom to teach writing?
- 2) What are the students' opinions towards the writing instruction through Google Classroom?

1.4 Objective of the Study

The objective of the study should be in line with the research problem that has been stated previously. Therefore, the objectives of this research are as follows.

- 1) To describe the implementation of Google Classroom to teach writing at SMPN 1 Mengwi.
- 2) To investigate the students' opinions toward the writing instruction through Google Classroom.

1.5 Significance of the Study

This research is expected to give positive contribution towards several parties that are related to the topic under discussion.

- 1) Theoretically, this study is expected to enrich literature related to the use of Google Classroom in online learning process during the pandemic,

especially in teaching writing.

2) Practically, the result of this research is expected to benefit some parties.

They are as follows.

a. For English teachers

The results of this research can be taken into consideration in implementing writing instruction through Google Classroom with the current restriction of the face-to-face learning.

b. For other researchers

The results of this study can be used as an empirical study in conducting research that is related to the use of Google Classroom in online learning, especially in teaching writing.

1.6 Research Scope

Due to the outbreak of COVID-19, the present research was delimited in terms of research subjects, objects and schedule as follows:

- 1.6.1 The research subjects were the eighth-grade students at SMP Negeri 1 Mengwi with a total of 60 students from VIII-G and VIII-H classes.
- 1.6.2 The object of the research was limited to measuring the application of Google Classroom in learning to write English for junior high school students through online learning and to understand their opinions.
- 1.6.3 The implementation of the writing instruction through Google Classroom, whereas the steps taken by the teachers were being studied. The implementation being studied included opening classes, the use of

learning media, managing classes, the use of English, the use of gestures, and techniques in learning to write through GoogleClassroom.

1.6.4 Students' opinions toward learning to write through Google Classroom were collected using an online questionnaire with yes/no options for the question items. There were several sections that require students to collaborate their answers by writing down the reasons.

1.6.5 The data collection was carried out during the COVID-19 pandemic in 2021.

