

CHAPTER I

INTRODUCTION

This chapter presents some points including research background, problem identification, research limitation, research questions, research objectives, and research significance.

1.1 Background of Study

Since Covid-19 in Indonesia, the government has been forced to issue social distancing rules. Because this problem affects all aspects of life, including education, the government mandated distance learning during the pandemic. Distance education is a type of education in which students are separated from educators, so education can't studying at the school, and messages from educators to students must be delivered through online learning with media (Purwanto et al., 2020).

Writing is one of the productive skills as written skills, where the students can express their ideas, emotions, and thoughts through writing a paragraph and text. Teaching and learning English goals are to develop the students in English, such as writing, speaking, reading, and listening. Writing is referred to as the process of arranging texts so that readers can understand it when they read it (Maghfira, 2021). Writing, according to Harmer (2004), can be characterized as a means of verbally expressing ideas, thoughts, opinions, or feelings. According to Fabrian & Which (1996), writing is the process of putting words' meanings into coherent written form.

Writing is an important part of language communication that cannot be separated from everyday life. Nowday the students are required to have a communication skills, both spoken and written in English. To complete their assignments, students must learn and master the art of writing. Writing is a form of communication that can be used to express thoughts and feelings in writing, so students who want to succeed academically and in their careers need to have strong writing abilities (Rao & Durga, 2018).

There are several steps to writing: planning, drafting, editing, and final version ((Harmer, 2010). Students must meet a set of standards known as the "dimensions of writing" to develop their writing skills (Toba et al., 2019). These dimensions are classified as follows: content, organization, structure, vocabulary, and mechanics. Students can be considered competent English users once they have mastered all of the writing dimensions (Hidayati, 2018). Abundant research has shown that writing is an essential role for language students (Alkhalaf, 2020; Firdausah & Sari, 2020; Lu, 2021). Moreover, several educational institutions in various countries have discovered that EFL students struggle to master the five dimensions of writing. In this case, students struggled with the writing content, organization, structure, vocabulary, and mechanics when writing their essays.

Those problems in the writing dimensions were caused by students' lack of motivation to participate in writing class, which affected their focus on the lesson Toba et al. (2019). The same problems were discovered by Abhari and Salehi (2021). They found that the students had trouble meeting the five dimensions such as content organization, structure, vocabulary and mechanics of writing as a result of the

teacher's use of a particular teaching strategy that causes low motivation and anxiety while they are writing. Nurkamto et al. (2022) noted that organization issues, particularly organizing written ideas, were where students encountered the majority of their difficulties. Alharbi (2020) noted that the students typically struggled with writing mechanics, including punctuation, spelling, grammar, topic sentences, and supporting sentences. One factor contributing to these issues was the teacher's use of an ineffective teaching technique (Abhari & Salehi, 2021; (Alharbi, 2020). Regarding these concerns, the use of media becomes an alternative that the lecturer can apply during the teaching and learning process.

Motivation is an important factor in the effectiveness of a writing class. Motivation influences students' willingness to participate actively in class activities in this case (Zhou, 2012, as cited in Alshenqeti, 2018). Once the students' motivation is increased, they will perform better in their writing classes. In addition, Maslow (1943 in Gopalan et al., 2017) point out that motivation can be defined as feeling that leads an individual to achieve and fulfil their need. Redondo and Martin (2015) assert that motivation consists of two types; intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that arise from own contentment without any distraction from external side. The key factors of intrinsic motivation i.e., challenge, curiosity, and control. Intrinsic motivation usually has positive bonding towards academic performance. If the students have lack motivation, then their academic performance will decrease. In contrast, extrinsic motivation or external is known as a motivation that refers to external activities for instance reward and punishment. The extrinsic motivation usually denotes to social environment (Gustiani, 2020).

Google Classroom is a free application that helps students and teachers connect, collaborate, organize, and create assignments. It allows for paperless learning. As a learning media, Google Classroom will enable students to participate in online classes. Teachers collaborate with their students without offline courses. Teachers can use this media to post materials for their students, make announcements, and create assignments and quizzes to complete, submit, and save online in a web browser or on Google Classroom (Rani & Beutlin, 2020).

Google Classroom is designed to make learning and teaching processes for students comfortable (Laili & Muflihah, 2020). The benefit of using Google Classroom as a learning media is that Google Classroom is easy to use (Iftakhar, 2016). All available features have been integrated and correlated with one another; all files were saved in Google Drive. They can use this device to provide rank and level information and attach a pdf, photo, video, voice note, document, or any links for educational purposes. The teacher can send the assignment to all students simultaneously through Google Classroom. The benefits of Google Classroom include less wasted time. Following that, teachers can provide class instructions while sharing the paperless assignment, comments, and scoring of students' tasks. Then it can reduce wasting time while the class is in session. Furthermore, the teachers were more focused on explaining the material during the course; the teachers were more focused on the material's explanation (Iftakhar, 2016).

Maharaswati University is one of the universities in Denpasar with an English language study program. In this university, the students in the English language study program have writing classes from the second semester. A

preliminary observation was conducted through an interview with several writing lecturers at this university. Based on the preliminary observation, one of the writing lecturers explained that during the Covid-19, the writing classes were conducted through the use of Google Classroom as the learning media. She also explained that Google Classroom was still used by lecturers after the pandemic era. In this case, Google Classroom has become a learning platform to share the material, submit the students' assignments, conduct online discussions, and provide feedback for the students in Mah Saraswati. Therefore, the current research aimed to investigate the students' perception and motivation of the use of google classroom in writing classes especially in essay writing class.

Several existing studies have also been conducted to reveal students' perceptions and motivation in writing classes using Google Classroom. Rahmah et al. (2021), conducted research aimed to find out students' perceptions about using Google Classroom in their English learning. They found that the students had a positive perception of the Google Classroom application during their writing classes. Annafi Annanda Oktaria (2021) also did an investigation on the effectiveness of Google Classroom during the Covid-19 Pandemic. This study investigated students' perceptions of Google Classroom as a learning tool during the pandemic era. The quantitative descriptive method through an online questionnaire and online deep interview sessions with 28 students from SMP Muhammadiyah Yogyakarta was conducted. Of twenty-eight students, five students were also interviewed to learn more about their experiences with Google Classroom. The findings revealed that several factors, including usefulness, ease of use, ease of learning, and satisfaction

influence students' online learning process during the covid-19 pandemic. In line with this, Khrismaninda & Refnaldi (2021) also did research aimed to examine and analyze students' perceptions and motivations for learning English during the Covid-19 pandemic. In addition, the positive or negative perceptions of students and the level of student motivation are measured. The questionnaires and interviews were addressed to 235 students. The researcher discovered that students had a positive perception of Google Classroom as an online learning medium, with a mean of 2.64. However, students had negative perceptions of its use in English skills lessons, with a mean of 2.47. Furthermore, the researchers discovered that when students use Google Classroom, they are less motivated to learn English.

Considering the findings of several previous research, it could be found that Google Classroom mostly became an effective learning medium for students during the COVID-19 pandemic. All the previous research explained the students' positive perceptions and motivations during the use of Google Classroom in the pandemic era. Then, all of the previous research also tended to focus the investigations on general English without focusing on specific English skills. Therefore, this current study aimed to investigate the third-semester students' perceptions and motivation for the use of Google Classroom in essay writing classes at Mahasaraswati University. This study was conducted through a mixed-method design and focused only on students' writing skills after the pandemic situation. Moreover, a writing lecturer's perception and the implementation of Google Classroom were also described in the current research. Specifically, this study explored four research objectives, such as: to explore how Google Classroom was used by the lecturer to teach an essay writing

class at Mahasaraswati University, to explore the lecturers' perception of the use of Google Classroom in teaching essay writing at Mahasaraswati University, to explore the third-semester students' perception of the use Google Classroom in their essay writing class, to explore the third-semester students' motivation in their essay writing class with the use of Google Classroom at Mahasaraswati University. Among the writing series at Mahasaraswati, the essay writing class became the object of the current research since this subject is the second series of writing classes in semester three.

1.2 Problem Identification

Based on the explanation of the background above, writing is one of the most productive skills as written skills, where the students can express their ideas, emotions, and thoughts through writing a paragraph and text (Harmer, 2007). Media plays an important role in teaching and learning English, especially in essay writing classes. The use of Google Classroom as a teaching medium is a novelty in education, and it is expected to facilitate learning and teaching processes, especially in writing classes. Google Classroom is designed to make learning and teaching processes for students comfortable (Laili & Muflihah, 2020). Google Classroom is easy to use. All available features have been integrated and correlated with one another; all files were saved in Google Drive. They can use this device to provide rank and level information and attach a pdf, photo, video, voice note, document, or any links for educational purposes. The teacher can send the assignment to all students

simultaneously through Google Classroom. The benefits of Google Classroom include less wasted time. Following that, teachers can provide class instructions while sharing the paperless assignment, comments, and scoring of students' tasks.

The researcher found an issue at Mahasaraswati University. The issue in this University still implemented Google Classroom as the teaching and learning media, especially in essay writing class for the third-semester students' academic year 2022/2023 in offline teaching and learning process. Therefore, the researcher investigates the third-semester students' perception and motivation in essay writing class using Google Classroom at Mahasaraswati University.

1.3 Research Limitation

The limitation of the study conducted to limit the discussion. Thus, the limitations of this study focused on the third-semester students' perception and motivation in essay writing class using Google Classroom at Mahasaraswati University. The researcher described how Google Classroom was used in teaching essay writing at Mahasaraswati University. Besides, this study also investigated the lecturer and the third-semester students' perception of the use of Google Classroom in essay writing classes at Mahasaraswati University. Lastly, the study investigated the third-semester students' motivation in essay writing class with the use of Google Classroom at Mahasaraswati University.

1.4 Research Questions

Based on the background of the study above, it is important to investigate the third-semester students' perceptions and motivation in essay writing Class Using Google Classroom at Mahasaraswati University. The research questions are as follows:

- 1.4.1 How is Google Classroom used in teaching essay writing at Mahasaraswati University?
- 1.4.2 What is the writing lecturers' perception of using Google Classroom in teaching essay writing at Mahasaraswati University?
- 1.4.3 What are the third-semester English language study program students of Mahasaraswati University's perceptions of the use of Google Classroom in their essay writing class?
- 1.4.4 How is the third-semester English language study program students of Mahasaraswati University's motivation in writing with the use of Google Classroom during their essay writing class?

1.5 Research Objectives

Based on the research questions, the objectives of this research are:

- 1.5.1 To describe how Google Classroom is used in teaching essay writing classes at Mahasaraswati University.
- 1.5.2 To investigate the lecturer's perception of the use of Google Classroom in teaching essay writing at Mahasaraswati University.

1.5.3 To investigate the third-semester students' perception of the use of Google Classroom in their essay writing class at Mahasaraswati University.

1.5.4 To investigate the third-semester students' motivation in their essay writing class with the use of Google Classroom at Mahasaraswati University.

1.6 Research Significances

The findings of this research are expected to be beneficial for students, teachers, and other researchers. The significance of the study can be described as follows:

1.6.1 Theoretical Significance

The findings of this research are expected to support the previous theory. Therefore, strengthening the theoretical underpinnings of the third-semester students' perception and motivation in essay writing class using Google Classroom.

1.6.2 Practical Significance

a. For Students

This study can be used to help students in realizing their students' perception and their learning motivation in essay writing class using Google Classroom.

b. For Lectures

This study is expected to give new insights and suggestions on how implementation media, especially Google Classroom in essay writing class,

for the third-semester students' perception and motivation and better learning achievement.

c. Other Researchers

The result of this study is expected to be a consideration in conducting a similar focus study and further study on the third-semester students' perception and motivation in essay writing class using Google Classroom.

1.7 Definition of Key Term

To make the reader understand clearly the content of the present study, the researcher provides definitions of key terms as follows:

1.7.1 Writing

a. Conceptual Definition

Writing is a productive skill to arrange thoughts and ideas into sentences and paragraphs cohesively and coherently connect each paragraph to make the reader understand the text (Harmer, 2004).

b. Operational Definition

Writing in the context of the present research refers Essay Writing Course that was offered in semester three of English Language Education at Mahasaraswati University. This course is the second series of writing classes in the third semester, aimed at equipping students with good and correct essay writing based on both rules of writing and grammatical.

1.7.2 Google Classroom

a. Conceptual Definition

According to Ketut Sudarsana et al. (2019), Google Classroom is a learning management system offered by Google that helps teachers and students with interactive learning media.

b. Operational Definition

Google Classroom is defined as an online learning platform used as the learning media in the third-semester essay writing class at Mahasaraswati University.

1.7.3 Perceptions

a. Conceptual Definition

Perception is an activity that results from the experience of an item, relationship, or event and involves the summation and interpretation of information (Agung & Surtikanti, 2020).

b. Operational Definition

Perception is defined as the essay writing lecturer and students in Mahasaraswati Denpasar experience of the use Google Classroom in essay writing class.

1.7.4 Motivation

a. Conceptual Definition

According to Badubi (2017), motivation can be induced by two types of motives: extrinsic and intrinsic motivation. Extrinsic motivation includes factors that influence students' motivation during the learning process, such as rewards.

Meanwhile, intrinsic motivation is motive that arises within an individual to pursue the learning process, including a desire to achieve well.

b. Operational Definition

Motivation is defined as the third-semester students in Mah Saraswati Denpasar intrinsic and extrinsic motivation during the learning process in essay writing class. The motivation here was measured by the motivation questionnaire and in-depth interview (See Appendix 10).

