CHAPTER I

INTRODUCTION

This chapter presents the background, problem identification, limitation of the study, research problems, purposes of the study, and research significances.

1.1   Background of Study

According to Crystal (2003), English is a global language. It means that most of the world's population use English even though it is not their native language and merely a foreign language in their country. In this way, English has successfully developed a special role in every country in the world as a global language.

English is a foreign language in Indonesia, and it has been implemented to teaching and learning process at all tiers, from kindergarten to universities. Santoso (2014) states that the international language learning in Indonesia is an attempt on the part of Indonesians to be able to absorb and track advance in science and technology in the world, as well as a way of joining the global community. Therefore, it is important for Indonesian people to master English because it is not only for them but for the progress of Indonesia as well. According to Brown (2000), there are four types of proficiency skills that have to be learned by students in learning English, those are listening, speaking, reading, and writing. Those skills are necessary to be mastered in learning English. This research focuses on the skill of writing because it is considered as a complicated skill, especially when teaching and learning process goes online.

According to Durga and Rao (2018), writing is one of those four language learning skills. Writing is the system of written symbols, representing sound languages, syllables, or phrases, with the capitalization, spelling, and punctuation, word types, and function of various mechanisms. Generally, writing is very important because information is communicated more via writing than any other form of media. Therefore, students need good writing skills and their writing should be strengthened. The teacher needs to inspire students to have excellent writing

skills by offering guidance in the writing process and rules, such as grammar and writing practices. In producing good writing, it requires adequate writing skills, as stated by Frazier and Brown (2001), written work is the result of a series of activities that include thinking, compiling, and revising, a series of procedures that require skills that do not develop naturally in every individual. From those explanations, it can be concluded that writing is quite a tricky matter; it needs skill. A language learner has to master writing skill among all other skills, so that he/she can produce good written results.

There are several components related to the learning process when mastering English, including curriculum, instructors, students, learning methods, learning materials, media, and assessment. According to Harmer (2007), the teacher serves as a leader, stands in front of the class, controls whatever happens in the class, and becomes the object of attention. In all conditions, the teacher needs to be creative in delivering subject matter to students so the students can completely understand all information presented by teacher. The learning process in school across Indonesia is experiencing a few obstacles now. None other than this is due to the widespread of the COVID-19 virus, the COVID-19 pandemic has affected all education levels system in Indonesia from elementary to tertiary levels (Suhada et al., 2020). The World Health Organization (WHO) has even declared this incident as a global pandemic on March 11, 2020 (Cucinotta & Vanelli, 2020). To prevent the spread of COVID-19 from becoming more widespread, the national government has issued Circular Letter of Ministry of Education and Culture No.4 2020, which regulates that all teaching and learning activities to be carried out online. It is said, learning from home through online or distance learning is implemented to provide a meaningful learning experience for students, without being burdened with demands to complete all achievements curriculum and graduating.

According to Isroqmi (2020), by doing online learning process, learning activities between educators and students can be carried out without having to meet face to face. In the

process of learning and teaching online, the creativity of a teacher is essential. The teacher is expected to be capable of conveying the education materials and adapt with the current condition, ensure that their students pay attention, understand what they say, and do the assignments given, even though they are not meeting up face to face just like how it was previously done. In accordance with Korucu and Alkan (2011), the use of technology has a major contribution to educational institution, including the achievement of distance learning goals. Stern (2018), states that online learning is education that takes place on the internet. The online learning includes a variety of technology such as email, chat, group, messages, audio, and video conferencing distributed over mobile networks to provide the education. Several media can also be used to support the implementation of online learning. For examples, virtual classes via Google Classroom, Schoology, Edmodo, etc. (Ahmad et al., 2016; Enriquez, 2014). Moreover, WhatsApp as an instant messaging application can also be used as a medium in the online teaching and learning process (So, 2016). An online learning process can even be done through social media, such as Instagram and Facebook (Kumar & Nanda, 2019).

Teaching writing in English for Learning (EFL) mostly concentrates on structure, style and grammatical terms of its language. In this case, what makes it hard to master are the structural differences compared with our own native language, Bahasa. For most people, grammar is a collection of rules that is hard to remember because in grammar there are many formulas with many exceptions on each grammar rule. Significant difference we are able to find between teaching writing in English for Learning during normal time and pandemic time are focused on the assignment given. During the normal time the teachers were free to set the teaching method to be more flexible as reading approach, storytelling, singing along, and task-based learning. Therefore, within pandemic time, there are some limitations caused by health protocol, which also limits the teaching activities and it does have a significant impact towards

teaching method. Teachers are pushed to be more creative in implementing the teaching method during online learning.

This difference also happens in teaching and learning writing in English. For example, in the offline session of teaching and learning writing, teachers can give a writing assignment and directly supervise, as well as give feedback to their students' mistakes in grammar after their assignments are collected. But in online writing class, although it is simulated to be as similar as offline session, teachers are not able to directly supervise their students when doing their assignment, let alone giving direct feedback to the students' wrongdoings in their assignment. The necessity to acknowledge implementing the proper teaching method of writing in English for Learning during pandemic time to be as effective as offline session is compelling to conduct this research.

This also happened in one of the schools in the province of Bali, Sekolah Menengah Atas Negeri 2 Bangli, where the teachers at that school especially English teachers, carry out the online teaching and learning process by utilizing Google Classroom. Google Classroom is an application launched by Google that allows the user to create an online classroom which can be used for distributing assignments, submitting assignments, and even assessing submitted assignments. Before the COVID-19 pandemic, all of the teaching and learning process in SMA Negeri 2 Bangli, especially in English learning class, was done in a face-to-face offline classroom session in the school. But during the current COVID-19 pandemic, English learning classes have to continue as both teachers' and students' have a responsibility on carrying out educational obligation. As explained above, English has become the global language that is used to simplify interaction between differences of race, country, language, and culture. Seeing the importance of English, it is substantial for students to master English language skills especially writing skill among all 4 English language skills, because information is generally communicated more via writing than any other form of media. Therefore, the shifting of offline

face-to-face class session to online class session using Google Classroom, especially on English writing teaching and learning class in SMA Negeri 2 Bangli, is intriguing to be researched on.

Therefore, this research was conducted related to the implementation of using Google Classroom as online learning medium in SMA Negeri 2 Bangli. This research tried to study the implementation and the impacts of using Google Classroom to carry out the online English writing sessions, on both teachers and students. As in accordance with Agusta (2015), the goal of improving writing skills using Google Classroom resulted that students actually enjoyed the learning process and felt comfortable to learn more. This research also gives an overview of what problems that may be experienced by teachers and students in the activities of teaching and learning of writing in English for Learning through Google Classroom, along with their resolution to solve their problems. As Barus and Simanjutak (2020) conducted a study that aimed to explore students' perception in collaborative English learning between WhatsApp Group and Google Classroom, this study also observed the students' perception towards the implementation. The study of Barus and Simanjutak (2020) found that students agree that the collaboration between Google Classroom and WhatsApp Group is effective to be applied and used.

Hopefully, this research will be handy for readers and future researchers, serving as a reference in evaluating the quality of the online teaching and learning method. This research is also hoped to be useful in the process of developing the quality of education in Indonesia especially during the digitalization era so that Indonesia will be able to survive and compete in the future of Industry 4.0. Remembering the importance of mastering English language in the daily lives, this research is particularly hoped to be useful in the development of online English lessons, especially in teaching and learning writing skills.

1.2   Identification of Problems

Based on the background of the study above, the identification of problems are as follows:

1. The face-to-face learning and teaching process are recently hampered by COVID-19.

2. The difficulties that are experienced by the teachers in implementing learning and teaching process of English writing skills via Google Classroom as the most used platform among educational institution.

3. The difficulties that are experienced by students such as the learning material are not conveyed well to students as the most known problems from the result of several former research.

1.3   Limitation of the Study

This research is limited to investigate implementation of English writing skill online teaching and learning process via Google Classroom by English teachers in SMA Negeri 2 Bangli. It also investigates the difficulties encountered by teachers, teachers' problem solving, and students' perception about the implementation of online teaching and learning process via Google Classroom. The research data was collected through some interviews with English teachers in SMA Negeri 2 Bangli, particularly the ones who handle the writing subject in advance. Aside from interviews, the research data was also collected from open-ended questionnaires which are filled by students from Grade 10 to 12, especially students from Class Science 8 and Social 3 of SMA Negeri 2 Bangli, who attended the English writing skill class via Google Classroom.

1.4   Research Problems

This research analyzes the implementation and impacts of teaching and learning of English writing online via Google Classroom on the teachers and students in SMA Negeri 2 Bangli. Four research problems of the present research are formulated as follows:

1. How is the implementation of the online teaching and learning of writing in English via Google Classroom in SMA Negeri 2 Bangli?

2. What difficulties are faced by the teachers in carrying out the online teaching and learning of writing in English via Google Classroom in SMA Negeri 2 Bangli?

3. What methods and strategies that teachers use to solve problems faced in carrying out the online teaching and learning of writing in English via Google Classroom in SMA Negeri 2 Bangli?

4. How do students perceive the implementation of the online teaching and learning of writing in English via Google Classroom in SMA Negeri 2 Bangli?

1.5   Purpose of the Study

The purpose of this study could be described as follows:

1. To describe the implementation of the online teaching and learning of writing in English via Google Classroom in SMA Negeri 2 Bangli.

2. To describe the difficulties that are faced by teachers in carrying out the online teaching and learning of writing in English via Google Classroom in SMA Negeri 2 Bangli.

3. To describe and identify the methods and strategies that teachers use to solve problems faced during online teaching and learning of writing in English via Google Classroom in SMA Negeri 2 Bangli.

4. To explore how students perceived the implementation of the online teaching and learning of writing in English via Google Classroom in SMA Negeri 2 Bangli.

By identifying any difficulties in conducting online English writing classes and what solutions the teachers have done, this research can be a reference for future researchers and other education institutions. In addition, this research can give suggestions on what should be maintained and what should not be maintained in the implementation process of teaching and learning activities of writing in English via Google Classroom at SMA Negeri 2 Bangli, so it will be more effective than before.

1.6   Research Significance

This research is expected to be useful for the English teachers, students, public and the future researchers who want to develop the online teaching and learning activities of writing in English.

1. For English Teachers

   Through Google Classroom, the English teachers can be expected to be able to engage with students in online writing lessons, thus being as well as offline sessions. Teachers are expected to be more creative in creating an effective and interesting method in teaching online English writing for students so that students are not bored studying and students can receive the material as well as via offline learning process. This way, if needed, English teachers can also be expected to be able to modify the current process of online teaching and learning activities of writing in English via Google Classroom, so it would be more effective.

2. For Students

   Understanding the students' perceptions can help the school and teachers manage the technical difficulties occurred during online learning, while also encouraging students to be cooperative in solving the issues that occurred during the online learning process. By

doing so, it will help the students to receive the learning materials and understand it effectively, while also improving their English writing skill.

3. For Future Researchers

For the future researchers, this study can be useful as a reference for those interested in the implementation and effects of teaching and learning writing in English online. In addition, they can also modify the ideas by combining the online teaching and learning with another media.