

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, and (4) significance of the study.

1.1. Background

In this modern world, technology develops rapidly. The development of Information Technology (IT) gives new innovations in every sectors, such as communicating online, ordering tickets and transportation online, ordering food online and many others like education. According to Septiyana and Widiyaningsih (2020), the development of IT is influenced by many aspects of human life, one of which related to the learning process in the field of education. It is in line with what was stated by Enock, Dennis, and Albert (2017), rapid development of technology all across the globe, it impacts every aspect of human life including education. Thus, technology made to facilitate every people needs, including education which used as a tool for teaching and learning process.

Futhermore, it is important for teachers to keep updated and familiar with any development of IT. Daud (2019) argued this familiarity would encourage teachers to use technology to improve their teaching in the classroom. It is in line with what was stated by Salim, Cahyono, and Tresnadewi (2020), teachers should also familiarize themselves with the current technology which can facilitate teaching and the need to integrate it in their teaching plan. Teacher have to deal with learners who are surrounded by technology as part of their life. As Daud (2019) argued that majority of students today are considered as ‘digital native’. This refers to the fact that since they were little kids, they have been familiar with any electronic devices, including the use of mobile phones and the internet. Hence, teachers are supposed not to be left behind their students in using this technology.

In addition, technology can carry new innovation for students and teachers in teaching and learning process. According to Hidayati (2016), nowadays, learning is more universal, information is more available and not only confined to the school environment, taken from textbooks or transferred from teachers, but available in a virtual world outside school boundaries. As Ramadhani, Umam, Abdurrahman, and Syazali (2019) stated the use of technology in the learning process provides teachers the space not only for learning in the classroom but also outside the classroom through technology assistance. Thus, the use of technology provides teacher and learners to learn wherever and whenever.

These technologies based learning system are used also for language teaching. As Kurniawan (2014) argued digital forms of communication or more popularly named as Information and Communication technology (ICT) has been used in the English Language Teaching (ELT). In Indonesia, English is become a foreign language. According to Hidayati (2016), many Indonesian academics and some foreign English language teachers and researchers have noted that English Language Teaching (ELT) is problematic and very complex in Indonesia. It was essential that teachers need to get a new way in teaching English. As Marta (2017) argued ICT integration aims to change and improve the effectiveness of the current Indonesian ELT condition. Thus, the ICT integration seeks to increase the efficiency of ELT in Indonesia.

Learning English is not easy because there are some skills which have to be learnt. They are listening, speaking, reading and writing. Among these kinds of basic skills, writing is one of English skills that is important to be mastered. Harmer (2004) stated writing as a skill by far the most important reason for teaching writing, of course, which is a basic language skill, just as important as speaking, listening, and reading. Furthermore, writing itself is considered as one of the most difficult skill. According to Saputra and Marzulina (2016), writing is the more complicated and appears to be the most difficult of the skills, even for native speakers

of a language, because it entails not just a graphic representation of speech, but also the development and presentation of thoughts in an organized way. Second language writers need to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on (Richards and Renandya, 2002). Hence, the difficulties do not only occur in producing and organizing the thoughts, but also in translating these thoughts into readable text.

There have been various strategies proposed to increase the students ability in writing. Nevertheless, a strategy that works well for particular language learners may not work in different environment. As Fallon (2016) assume teachers need to find the strategies and different solution to the problem of students who lacked the necessary skills in writing as well as lacked motivation in this era. Besides that, Plaisance (2018) argued the widespread use of online learning eventually takes learners to alternative places for learning online language. Therefore, the use of online learning may become an alternative in teaching English especially writing skill.

Fortunately, the WHO has announced the current world situation about the Covid-19 virus pandemic worldwide. This is the first and foremost health crisis in the world. Many country decide to stop or change the way all of activities, including in Indonesia. In his speech, Indonesian President Joko Widodo instructed the Indonesian people to reduce activities which are not relevant outside of home. He has issued some policies, including the implement of Work From Home (WFH) work system. This is a strategic step taken by government to prevent the corona virus outbreak that is increasingly widespread in Indonesia nowadays.

Besides, The Minister of Education and Culture invites teachers and lecturers to do Work From Home also. The learning process has been maintained remotely using Information and Communication Technologies (ICT) to deal with school closures in Indonesia. The

Indonesian Minister of Education and Culture Nadiem Makarim suggested that teaching activities could be taken using technology from home (Purwanto, et al., 2020). As of 24 March 2020, the Indonesian Minister of Education and Culture has ordered all education units to conduct online learning due to the increasing spread of Covid-19 and maintenance the health of students, teachers and all educational personnel (Mendikbud, 2020a as cited in Atmojo & Nugroho, 2020, p. 51). In this case, the process of learning activities in the school tranfered into online learning which possibly lasts till the end of semester due to the Covid-19 pandemic. Thus, teachers should using the online learning media for teach their students from home.

There are several online learning applications which can be used to support the online learning process, such as WhatsApp, Zoom Meeting, Edmodo, and Google Classroom. One of the learning media that is currently being developed and used is Google Classroom. According to Syakur (2019), one of the things that can be used by the educational world, especially by teachers in learning English through the use of learning apps, one of which is Google Classroom. Enock, et al. (2017) asserts Google Classroom is the virtual class that is developed to allow learning out of the classroom as well as in the classroom. It is a paperless classroom that takes the traditional classroom into a virtual classroom. Thus, the use of Google Classroom will make the learning process more effective since teachers and students can communicate at any time through Google Classroom.

Google Classrom is the application which assumed to answer the problems and challenges in Classroom. As stated by Syakur, Sugirin, and Widiarni (2020), this program is considered to be one of the programs in the classroom to solve problems and challenges. Like the limited time available in the class for talk over and study an assignment or subject, especially English, which is currently maximized by only 3 SCS (Semester Credit System). It will help teachers to encourage the students to learn the use of technology for learning by

developing Google Classroom (Aini, 2018, p. 13). So, the use of technology in learning, particularly English, should be developed by using Google Classroom as media.

At SMA Negeri 1 Sungai Keruh was found that were online classes during the pandemic Covid-19, which used Google Classroom application as learning media, especially in English subject. This statement was supported by the teacher that said, she used Google Classroom for taught English subject. Since she cannot meet the students because of pandemic Covid-19, so she explained the material and the assignment by using Google Classroom application. She felt Google Classroom was more effective and efficient to learn writing than other applications. Then, by using Google Classroom, she could manage study schedules and for students who missed the study, they could still access it (LD, personal communication, June 15th, 2020). While, in learning activities, it is very important to know students' perceptions. It is important because people who learn writing using Google Classroom are students while teachers only teach how to write. It aims to find out whether these activities help them develop their skills or not. Otherwise, SMAN 1 Sungai Keruh has been proven to use Google Classroom for teaching and learning English Subject, especially writing. Then, students' perceptions on the use of Google Classroom in learning writing becomes the main concern in this study.

The researcher found some studies that already discussed the usage of Google Classroom in learning writing. First, it shows that Google Classroom is potential to be developed as a media for teaching and learning English especially writing skill. It is in line with what was found by Aini (2018) that Google classroom was very potential to be developed as a media for learning English language that can be used in virtual class of teaching and learning forum on ICT based. In brief, English teachers can use the Google Classroom as an alternative media for teaching and learning English language.

The second study was conducted by Ridho et al. (2019). The results demonstrated that Google Classroom has advantages and disadvantages in teaching learning English. Google Classroom is likened to a place that has been provided as an effective tool for learning because of its features and benefits, which are very easy to use. Besides, there are some disadvantages using Google Classroom like plagiarism of other works and internet access because not all students have good access internet. Internet connection was the biggest problems faced by most participants.

On the whole, according to the description above, students' perception toward using Google Classroom is essential to improve their writing ability but in the use of Google Classroom still have problems. Therefore, the researcher wants to conduct this research in title **“Students' Perceptions on the Use of Google Classroom Application in Writing Activities: A Case at SMA Negeri 1 Sungai Keruh”** in order to find out the students' perceptions on the usage of Google Classroom in learning writing.

1.2. Research Problem

Based on the background above, the research problem is formulated as the following question: How were students' perceptions on the use of Google Classroom in writing activities at SMA Negeri 1 Sungai Keruh?

1.3. Research Objective

Based on the research problem above, the objective of this study is formulated as following. To identify the students' perceptions on the use of Google Classroom in writing activities at SMA Negeri 1 Sungai Keruh.

1.4. Significance of the Study

The results of this research are hoped to give more advantageous information to the development of language teaching and learning process to some parties, such as English

teachers, students, researcher, and further researchers. First of all, for the teachers. From this research, English teachers can identify and apprehend the students difficulties in learning English especially writing skill by using Google Classroom. Teacher also will have ideas to help the students solve their problems in learning English writing skill through Google Classroom application.

Second, for the students the result of this research will make them understand the new way in learning process by using ICT. They also will know their strengths and weakness which they face in EFL writing class. They can try to solve the problem. Then, hopefully the students can improve their self actualization in using Google Classroom application as media in learning English, especially in writing skill.

Third, for the researcher this research will give many benefits and deeper information about Google Classroom as media in learning English writing skill. This research will brings the new innovative for teaching English. Additionally, it will help to know the view of students about an academic tool to supplement teaching strategy through Google Classroom. So, in the future, as a teacher, I can use the Google Classroom application for learning writing skill.

The last, this research expected to be beneficial for others researcher about the use of Google Classroom in learning English especially in writing skill and to expand the general information knowledge to help others researchers as guidance in developing their research in the same field.