

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) writing, (2) concept of online learning, (3) ICT in English language teaching, (4) online learning and teaching platform, (5) Google Classroom, and (6) previous related studies.

2.1. Writing

2.1.1. The Definition of Writing

There are some definition of writing which stated by experts. According to Harmer (2004), writing encourages students to concentrate on the accurate use of language, because they think it may well provoke language development as they solve problems which are put in their minds by writing. As Nor (2018) argued writing enables learners to acquire English language because the practice stimulates thinking and allows them to develop simultaneously certain language skills. Ahsan (2019) stated writing is an ability that is productive. It means that it involves language production rather than obtaining it. While, Nunan (2003) writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Thus, writing is a process or activity to write something, where the ideas are formed into sentences, and the paragraphs also based on the patterns.

Writing has been always the most challenging part of learning English. In learning writing, students requires skills on how to write words correctly, how to put and arrange those words into grammatically meaningful according to the rules of grammar. According to Heaton (1975), writing skills are difficult to teach since they necessitate mastery of not only grammatical and rhetorical devices, but also logical and judgmental elements. Therefore, the fundamental thing that makes writing difficult is the use of writing aspects such as punctuation, spelling, grammar, vocabulary, and so on.

2.1.2. Aspect of Writing

According to Weigle (2002), there are five aspects evaluated in writing, those aspects are described as follow :

1. Content

It refers to the substance of the writing, the idea expressed. In the content aspect, the writer can develop the details idea to describe the main topic.

2. Organization

It refers to the form of content (coherence). It means how the students arrange their idea.

3. Vocabulary

It refers to the selection of words that suitable with the content. Appropriateness in choosing vocabulary in each sentence is an important thing in writing.

4. Grammar/Language use

The employment of grammatical forms and syntactic patterns on combining the words. The use of grammar can be applied in all the kind of sentence structure so that it make writing more meaningful. Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.

5. Mechanic

It refers to the conventional devices used to clarify the meaning. Mechanics in writing deals with capitalization, punctuation, and spelling correctly.

So that, those aspects such as content, organization, vocabulary, grammar and mechanic should be measured to know the students progression in writing. Therefore, the teachers can identify the students weaknesses in order to define the right action to solve this problem.

2.1.3. Process of Writing

According to Zemach and Rumisek (2005), good writers go through several steps to produce a piece of writing :

1. Pre-writing

Pre-writing is the first step in the writing process. This step is where the authors try to figure out what they want to write. The pre-writing stage involves the writers selecting a topic, gathering ideas about that topic, organizing those ideas to talk about first to last.

2. Drafting

In this step is where the writers produce the ideas into words on a computer or paper about that topic. At the drafting step, the authors concentrate on the fluency of writing about the organization and vocabulary to be used so that the concepts can be readily interpreted by readers. Without first considering the grammatical aspect, the content might be written.

3. Reviewing and Revising

Reviewing stage is checking what had written, from the structure until content. Authors may ask classmates to exchange texts with each other. The opinion of readers is a good way of knowing if the writing is clear and effective. Revising is not just looking for mistakes in the text. To enhance the global content and the organization of ideas, it is done so that the purpose of the writer is made clearer to the reader.

4. Rewriting

Rewriting can be called editing. Editing occurs after revising. The aim is to add a professional appearance to your paper. The editing process, the outcome of the writing process, is an extension of the writing phase. Students may ask teachers to give their views on writing. Through the revision, the teacher helps the students to form and reshape the writing into final form, and it focuses more on organization, writing material,

and structures of sentences. The students check their final text for some mistakes they have made.

From the explanation above, it can be concluded that in writing there are four steps; pre-writing (deciding the topic), drafting (writing keywords), reviewing and revising (checking the composition), rewriting (revising the composition until become a good composition).

2.1.4. Problem in Writing

According to Novariana, Sumardi, and Tarjana (2018), People may write for personal enjoyment or for some other purpose. Beside personal enjoyment, there are some students' problems that commonly occurred in writing. Those problems are discussed as follows:

1. Grammatical Problems

Students have grammatical problems with subject verb agreements, pronoun references, and connectors.

2. Problem of Word Choice.

Writing in a second language using the appropriate words in the appropriate place is a problem for students. The effort to impress the reader leads to a problem of diction.

3. Cognitive Problems

a. Punctuation Problems

The fact that punctuation has never been standard to the extent as spelling, makes it is problematic.

b. Capitalization Problems

Capital letters are useful for sentence initials, the beginning of important words, in topics, headings. The problems occur because the difficulty to classify nouns as proper and common nouns.

c. Spelling Problem

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students.

d. Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others.

e. Problem Organization

Learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse, differentiating a topic and supporting ideas or generalizations and specific details.

To conclude, there are many problems faced by students in learning writing. Therefore, teachers should pay more attention to the way they teach writing skills to the student. So, the students are able to produce a good writing.

2.2. The Concept of Online Learning

In particular, this concept has appeared to point out an approach to teaching and learning using internet technology. According to Salim, et al. (2020), online learning is a learning program that delivered more than 80% of learning material via online. While Gonzalez and Louis (2018) argued that online learning is defined as distance learning assisted by electronic devices, such as tablets, smartphones, laptops, and internet-connected computers. Besides that, Krish (2008) stated online learning environment is not only useful for students to access knowledge and materials but also to associate and make collaboration among course participants.

Online learning involves more than just the presentation and delivery of Web-based materials. Ally (2008) stated, online learning is also seen as the use of the internet in accessing materials; engaging with content, teachers, and other students; and helping to

acquire information, make meaning, and progress through learning experience in the learning process. Additionally Palloff & Pratt (2007) argued online learning classes are possible to conduct either asynchronously or synchronously. Students can access online materials at any time through asynchronous online learning, while synchronous online learning allows students and the teacher to interact in real time.

Based on definitions above, it can be concluded that online learning means a set of learning activities in a subject distributed through a network that provides access to exchange of the information.

2.3. ICT in English Language Teaching

2.3.1. ICT in English Language Teaching in Indonesia

One of the main priorities and learning outcomes of the national curriculum is ICT. Hafifah (2020) asserts Indonesian education policy has placed digital literacy as one of the skills that students and teachers need to develop in teaching and learning in the 21st century, in addition to numerical and literacy skills. ICT is believed to have contexts that facilitate language teaching and learning. According to Hidayati (2016), ICT is believed to have contexts that facilitate the development of second language abilities in the field of language teaching and learning. It provides language learners with rich, multidimensional learning environments, providing opportunities to connect with native speakers to communicate with other learners at a distance and access authentic materials. Hence, in the context of ELT in Indonesia, these potential advantages of integrating ICT into ELT will be very beneficial, as ICT opens up access to a wider range of resources, authentic materials and more interactive learning experiences for both teachers and students.

2.3.2. The Benefits of ICT in English Language Teaching

According to Hidayati (2016), the potentials benefits of ICT integration in ELT are indeed pervasive in the wide range of the tools used and different purposes associated with using

them. These varieties of uses and effectiveness, however, can be classified into four areas of discussion, namely:

1. Access to learning materials

ICT uses and benefits are the products of improved access efficiency via multimedia technologies: improved authenticity through the use of video and internet and better comprehensibility inferred from the control and multimedia annotations of learners.

2. Opportunities for communication

ICT offers communication opportunities in two separate ways: interaction with the computer through a specific application such as speech recognition and speech synthesis application; and interaction with other learners or teachers through CMC and teleconference technology.

3. Feedback

More current application technologies, including grammar checker, spell checker, pronunciation corrector via automated speech recognition and action and error tracking by analyzing student responses stored on the device, allow more contextualized and pedagogically relevant feedback.

4. Learner motivation

In terms of classroom technology integration, Hidayati (2016) figured out that only a few cases of comprehensive and long-term technologies have been used. It appeared from the analysis of two studies that the ELT assisted by technology was as productive as ordinary classroom instruction. As previously stated in other studies, however, students responded favorably to the integration of ICT into classroom activities and found ICT learning more engaging and attractive.

2.4. Online Learning and Teaching Platform

2.4.1. Students' Perceptions about the Use of Online Teaching Platform

The study conducted by Cakrawati (2017) which was found based on the interview, show that some students agree that online learning in the classroom should be promoted. They think that online learning is quite simple and practical. They said that it can be easier to learn online because they do not need to hand-write their assignment. During their spare time, online learning platforms allow students to do the task anywhere, as long as they have an internet access. Online learning platforms allow teachers to develop and distribute materials to support the learning of students as well as to provide learning tasks to support them in language practice. The accessible platforms allow students to learn through laptops, tablets or smartphones at any location and at any time.

On the other hand, some other students emphasize that it is essential for both online and conventional learning. They believe that direct teacher explanation can be useful in helping them understand the lesson in some cases. Teachers can repeat those parts that the students can not understand and the students can ask their teacher to re-explain the lesson. The students also said that conventional learning allows them to engage with their teachers directly. They can ask things they do not understand and those questions will be answered directly by their teacher. The students indicated that getting reaction or feedback from teachers is important for them.

Based on the explanation above, it can concluded that most of the students deliver positive perspective. There some perceptions from the students about the use of online teaching platform in learning, especially English subject. Some students stated that they agree to promote the use of online learning through online teaching platform, while others argued that it is essential for face to face learning. Students argued that direct explanation from the teacher can help them to more understand the lesson.

2.4.2. Students' Challenges on the Use of Online Teaching Platform

The study conducted by Atmojo and Nugroho (2020) found that there are many problems emerge in the online EFL learning, such as :

1. Do not have personal smart phone

The first problem is that some students do not have their own smartphone. It is usually caused by the financial condition of their family.

2. Poor network connection

The second one is about unstable internet connection. It becomes a problem since online learning class cannot be used without internet connection. While, the cellular signal and internet coverage still become a problem in remote and rural areas. In fact, some students live in remote and rural areas.

3. Lack of money to buy data

The financial condition of the students and their family also generate another problem that is the inability to afford sufficient internet quota for online learning. They can only afford a small internet quota that is not enough to take part in the online learning comfortably.

4. Lack of digital literacy

Many students have low digital literacy. They find difficulties in operating the applications and platforms used for online learning. A logical reasoning behind this is that the students did not use to learn through online learning and interact with those applications and platforms.

5. Lack of literacy

Besides having low digital literacy, some students also have low literacy in general. They cannot understand the teacher's instruction well although it has been written clearly. It is usually because they do not carefully read the teacher's instruction and lazy to read the

teacher's instruction. Sometimes, they skip the instruction if the words are too many for them.

2.5. Google Classroom

2.5.1. Definition of Google Classroom

Google classroom is a product in Google Apps for Education. Google Classroom is a platform that was released on August 12, 2014 as a part of Google Apps for Education (Septiyana & Widiyaningsih, 2020). According to Sukmawati and Nensia (2019), Google classroom is a learning platform that can be applied to any educational scope to help to find a way out of the challenges faced in making paperless assignments. It is basically an online teaching and learning aid that helps to simplify the paperless method of taking and marking exams and assignments (Islam, 2018). While Enock, et al. (2017) argued Google Classroom allows the teacher to connect with the class and easily share assignments and messages. Students may also respond to teacher questions or feedback, as well as request clarification on materials and messages posted from their teacher or friends.

From the definition above, it can concluded that in a virtual classroom, Google Classroom engages both teachers and students and takes care of all student categories in the classroom.

2.5.2. Features of Google Classroom in Learning

Google classroom can be effective for both the learners and teachers due to its features. According Septyana and Widianigsih (2020), there are several features in Google Classroom that can be used effectively in teaching and learning English, namely:

1. Creating Duty or Assignment

Duty is used to provide assignments and attach assignments in the form of files. It is easier for teachers to upload assignments to be given to their students with the use of technology in Google Classroom program. Besides that, the teacher is much more open to

technological advancements and not only uses conventional methods of English learning, where the only active object in the learning process is the teacher.

Through this feature, without having to write questions given by the teacher, students can access Google Classroom and download assignments given by the teacher. The teacher offers due dates or deadlines through this feature so that the students have a sense of duty and do not waste time doing tasks in order to indirectly develop the values of discipline in their personalities.

2. Asking Question

Question is used to give questions to students. Through this feature, the students and teacher can open a discussion room regarding the learning material. Teachers give questions to initiate the material to be studied so that the students have preliminary knowledge to guide them in understanding the material to be taught. This feature is also very efficient because it can streamline the sustainability of learning process not only face to face learning. At the end of the teaching and learning process, the teacher can provide questions to evaluate the learning process that has been carried out. The students can submit the answers according to the deadline given by the teacher.

3. Providing Learning Materials

The teacher uses this feature to provide learning materials or teaching materials related to the teaching of the English language, especially writing. This feature is very efficient and effective since students do not have to repeat the teacher's learning materials, students simply download these materials so that they do not have to expend money and waste paper that can pollute the environment and reduce tree populations in the forest.

4. Reposting

This feature is used to retweet existing posts, questions can be added and edited by the teacher, also can be directly shared to the class group to be addressed.

5. Creating Announcement

This feature is used to give announcements to the students. The teacher does not have to meet the students directly by learning in the classroom through this feature, because in this digital world that is enabled by sophisticated tech, the teacher can provide information or announcements posted through Google Classroom and uploaded to each class depending on the announcement which will be delivered to the students.

2.5.3. The Benefits of Google Classroom in Learning

According to Harjonto and Sumarni (2019) there are several benefits of using Google Classroom to support the learning process, namely :

1. Classroom management

Google Classroom provides a comment board where students can easily communicate or interact with each other. It also enables other features, such as announcements, upcoming assignments, schedules, and feedback, so that students can manage their own independent learning.

2. Flexibility

In all forms of gadgets, such as personal computers or smartphones, students and teachers can access all Google Classroom features. Accessing Google Classroom is very easy. It's developed into a gmail account that connects everything to it.

3. Safety and security

By entering the class code or based on the teacher's invitation via e-mail, students can enroll in the class. This indicates that it is open to certain people only and that no interlopers or unapproved groups or classes may have access to it.

4. Promote collaboration

Students can communicate with others on the discussion board which encourages them to have better collaboration. They can discuss the task or project through online. In addition,

teacher can invite parents or guardians of students to get involved in the class. It means, at any time, they can control the progress of their children. They will easily get informed of any announcements and/or otherwise questions in the class stream.

2.5.4. The Challenges of Google Classroom in Learning

Islam (2018) has been found that a number of challenges which mention by the learners, such as :

1. Lack of proper technological knowladge

Many learners said that they started using Google Classroom without any proper training from the experts; even some of the learner do not know what the basic functions of Google Classroom are. It can make new user feeling confused or needing more time to deal with it.

2. Lack of private messaging

Learners said that Google classroom is not convenient for interacting with other fellow learners privately. Almost same is the case for learner-teacher communication. Only private comment option is possible with the teachers below the “assignment” post i.e. only if the teacher gives any assignment, the students will be able to send private message (private comment basically) to their teacher. Learners said that, due to the absence of any “messaging” option at Google Classroom they faced tremendous problem for asking queries, questions or clarifications of their problems to their teachers.

3. Problem in outo-update of homepage

The stream/timeline of the Google classroom cannot get auto refreshed or auto updated. It makes learners miss an important announcement, in order to get the new post, the learners needs to reload or refresh the page continuously.

2.5.5. The Use of Google Classroom in Learning Writing

The application of Google Classroom in learning writing will be useful for students to develop their writing skill. According to Fallon (2016), using the word processing application on Google Classroom would be useful for students who are improving their writing skills, particularly those struggling writers who are still improving initial skills such as punctuation, spelling, and grammar. Daud (2019) expressed that using Google Classroom has not only allow teacher to communicate with students at any times, but also made it possible for every students and teacher to provide feedback on students' piece of writing at any time. While, Fallon (2016) stated Google Classroom also supports better editing, because there is no need for recopying, it is easier and faster. Therefore, the use of Google Classroom will be simplify in teaching and learning writing process.

Google Classroom is a free collaboration tool for teachers and students. Sukmawati and Nesia (2019) who found that teachers can create online classes, invite students to class, then create and upload materials. Furthermore, students can upload their assignment easily and make personal comment. In learning writing using Google Classroom, students can be guide to reflect themselves by using own words without feel anxious when they write. After they write, teacher can easily give feedback and grade directly by using Google Classroom. It is supported by Daud (2019), Google Classroom is not only used to interact between teachers and students, but also allows teachers and students to give feedback on students' writing. Therefore, Google Classroom is a platform that makes it easy for teachers and students collaborate with each other.

2.6. Previous Related Studies

In this part the previous studies also described. The first previous research was written by Ahsan (2019). The aim of this research was to find out the effectiveness of teaching using Google Classroom Application is in writing skill on analytical exposition texts in MAN 1

Sukoharjo. The result of this research showed that there is a significant difference between the students who are taught by using Google Classroom and the students who are taught by using Textbook in teaching writing Analytical Exposition Texts. Therefore, teaching techniques using Google Classroom effective in improving writing skill. The similarity of this previous research and present research were the use of Google Classroom in teaching writing, meanwhile the difference is the present research was used qualitative with a case study design, while Ahsan (2019) used quantitative method in the form of quasi-experimental pre test and post test design.

Secondly, a research conducted by Nor (2018) which aimed to integrate the advance of technology (Google Classroom) that can be used in teaching and learning process for conveying the Essay writing materials to the students based on the syllabi of Essay Writing course to make the learners are able to write different types of essays correctly. The result of this research showed that the students' writing activity by using Google Classroom in essay writing course of English Education Department at UIN Antasari Banjarmasin are very active and they were really enthusiastic in writing the essay and they did not hesitate to show their ideas, opinions, thoughts, and sharing with their classmates and gave their best responses toward their writing assignments. The difference is Nor (2018) conducted the research at UIN Antasari Banjarmasin which is the learners are in university level, while this research was conducted in senior high school level at SMA Negeri 1 Sungai Keruh.

The last, a research conducted by Islam (2018) which aimed to identify learners perceptions (specifically the benefits and the challenges) of the technology-based Google Classroom implementation for learning English. The result of this research showed that a number of challenges have been mentioned by the learners which is better to be addressed by both the teachers and the Google technical team. For instance, the most common challenge faced by the learners is their lack of proper technological knowledge about Google

classroom. So, learners' suggested that proper training on the use of Google classroom can enhance their performance and it may result a successful learning. Apart from these, the prospects can be very much useful for both the English language learners and teachers for making Google Classroom as an innovative learning platform. The similarity of these researches were only focus on students' perceptions, meanwhile the difference is this research was conducted at SMAN 1 Sungai Keruh which a sub-district from Indonesia, while the previous research was located at Bangladesh.