

CHAPTER I

INTRODUCTION

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

1.1 Background

English is an important language to be learned for some reasons. Firstly, English is needed by people to unite and facilitate communication. Nishanthi (2018) claimed that English is the greatest common language spoken universally. Secondly, Harmer (2001) claimed that English has been considered as lingua franca. Because English is considered as global language that connect people from different countries. Therefore, all people must be able to speak English in this millennial era. In line with this, Nishanthi (2018) added that in a number of fields, English has played a significant role including medicine, engineering, and education, with the help of emerging technology. Additionally, Oktaviani and Fauzan (2017) stated that countries all over the world have adopted English language as part of their education system.

Writing is one of the most important language skills. Chappell (2011) argued that writing is important because writing can help people express themselves, improve communication, develop critical thinking skills, give and receive feedback, and prepare for school and work. Furthermore, Mukulu (2006) argued that writing is reasoned as the most important language skill for self-development and academic success that students needed. Moreover, Rao (2019) stated that people who develop in good writing skill, it can help them in the future

for their job. In addition, Ratnaningsih (2016) proposed that students learn writing not only for their academic needs but also for their professional life after they graduate. Later in the future, writing skill will be used in their work.

Despite its importance, writing is considered as one of the most challenging skill to be mastered. Rao (2019) stated that writing is considered as difficult skill than the other three skills because of its complexity in spelling, vocabulary, grammar, meaning, and sentence structure. According to Husin and Nurbayani (2017), the ability to write is said to be a key factor in academic writing successful which needs academic writing practices. A study conducted by Toba et al (2019) revealed that one of the students' problem in writing is their lack of writing practice. Obviously, without a motivation and the lack of practice, the students cannot have a good writing.

For Indonesian students who learn English as a Foreign language, writing is also perceived as a difficult skill. A study conducted by Toba et al (2019) revealed that participants of EFL students of IAIN Samarinda encountered troubles in term of writing aspects, such as: content, organization, vocabulary, grammar and mechanics. This study also discovered that the participants lacked writing practice, disliked writing, had low writing motivation, experienced writing anxiety, had a negative view of writing, and had a time limit when taking the writing test. In addition, students find writing difficult, because of low writing practice and motivation.

In this era, people use technology for daily activity. According to Agung et al (2020), over the years, online learning has become a popular occurrence as an

integrated technology in education. Students use technology for the efficiency in learning process. Due to the COVID-19 outbreak around the world that cause social distancing in the society, teachers provide online learning so that teaching and learning process smooth although students work from home.

One of teaching and learning application that is often used due to its strengths is Google Classroom. Shahrane et al (2016) claimed that Google classroom is useful in the teaching and learning process, as its ease of use they will continue to use it when needs arise. Furthermore, Iftakhar (2016) argued that Google Classroom saves time for teachers, keeps classrooms coordinated, and enhances students' communication. Moreover, Mafa (2018) claimed that students and teachers may access all the features of Google Classroom by using personal computer or smartphone. Students can enroll the class by entering the class code or base on teacher's invitation through e-mail. In addition, Yunus (2020) proposed that teachers can use Google Classroom to create lessons, give students the opportunity to distribute assignments, and send reviews easily and paperlessly. They can also see all in one place.

Google classroom is applicable for teaching and learning English writing. Al-Marroof and Al-Emran (2018) said that the students could learn from the class comment, their friends' correction, other friends' writing, and English grammar and spelling. Furthermore, Yunus (2020) proposed that Google Classroom has a role as the learning media in teaching and learning writing activity, with the following learning process: giving announcement, assigning, having class discussion, feedbacking, attending, scoring or evaluating. Iftakhar (2016) argued

that Google Classroom is used as media for delivering assignments. The students' assignments can be submitted in Google Classroom by uploading the file. The assignments can be given feedback by the teachers. The student can also give comment on writing assignment that appear in the stream since it can be seen by all students that enter the class in Google Classroom. Other students can also give correction.

Google Classroom has many benefits for learning, especially when it comes to writing activities. It provides certain various features to assist teachers and students in the teaching and learning process. Iftakhar (2016) proposed some advantages of Google Classroom in writing activities. First, Google Classroom uses the Google Docs capability to allow teachers and students to interact. Second, any content submitted by the teacher is instantly saved in Google Classroom. Last, students can provide feedback on the writing sheet.

Despite its many benefits, Google Classroom has certain limitations. According to Pappas (2015), there some limitations of Google Classroom, they are: limited intergration option, no automated updates, and students' problems in sharing and editing. The teacher will be challenged to manage teaching materials and set up a deadline for the assignment because it is not connected to a calendar. Also, since there is no automated updates feature, students must refresh the page to see the most recent announcement. Furthermore, without the approval of the teacher, students are not permitted to share their documents with others. Moreover, after creating and distributing assignments to Google Classroom,

students can only edit them. They have the ability to save and delete any part of the task.

Preliminary study was conducted at SMP LTI IGM Palembang through informal interview with one of the teachers of English. The interview revealed that Google Classroom is used to enhance the teaching and learning activities during the pandemic, especially English writing. Furthermore, the teacher gave the students assignments through this application (S, personal communication, 7th July 2021). Therefore, the researcher is interested in analyzing the students' perceptions on the use of Google Classroom in writing activities at SMP LTI IGM Palembang, because the students at that school were mostly familiar with how to use that application.

In addition, there have been numerous previous studies about students' perception on the use of Google Classroom in writing activity. Firstly, a study conducted by Negara (2018) revealed that Google Classroom could improve students' performances and increases students' activity. Secondly, a study conducted by Ratnaningsih (2019) revealed that Google Classroom used tasks to help students develop their writing skills. And last study was conducted by Wicaksono (2021) revealed that the majority of students had excellent writing competences on the use of Google classroom as a media for learning academic writing.

In conclusion, from the description above, an investigation on students' perceptions on the use of Google Classroom in writing activities was conducted at SMP LTI IGM Palembang. Therefore, this study is entitled "Students' Perceptions

on the Use of Google Classroom in Writing Activities: A Case Study at SMP LTI IGM Palembang.”

1.2 Research Problem

Based on the background, the research problem is formulated as the following question: how were students’ perceptions on the use of Google Classroom in writing activities at SMP LTI IGM Palembang?

1.3 Research Objective

Based on the research problem, the research objective is to find out about students’ perceptions on the use of Google Classroom in writing activities at SMP LTI IGM Palembang.

1.4 Significance of the Study

The findings of this study are intended to aid in the creation of some ideas. This study explained students’ perceptions on the use of Google Classroom in writing activities.

For the teachers of English, the result of this study was expected to be used as one of the considerations in writing activities. This study will give an explanation and clear information for teachers about students’ perceptions on the use of Google Classroom in teaching language learning, especially for writing skill.

For the researcher herself, this study was expected to gain her knowledge in educational research, especially qualitative research.

The last, this research was expected to contribute to other researchers to get knowledge about students’ perceptions on the use of Google Classroom in

writing activities, and to disseminate knowledge in order to assist other researchers in conducting their own research in the same area.