

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) perceptions, (2) writing, (3) Google Classroom, and (4) previous related studies.

2.1 Perceptions

According to Kreitner and Kinicky (1992), perception is a mental cognitive process that allows people to perceive and comprehend their environment. Furthermore, Unumeri (2009) argued that perception is determined by someone's opinions and viewpoints. Moreover, Chen and Lou (2003) stated that the student's perspective is critical in determining the success of a teacher. Teachers can modify what students dislike and improve what students like after learning about their perceptions, whether it is about how to educate or how to convey material to students. As a result, students' perceptions are crucial, particularly for teachers.

2.2 Writing

2.2.1 The Aspects of Writing

According to Nunan (2003), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Jacobs (1981) as cited in Weigle (2002) proposed that writing consists of several components, such as: contents, organization, vocabulary, language use, and the mechanics.

1. Content

The significance of the content is determined by the material presented in the arrangement such as topic, explanation, discussion, and the fundamentals of the main topic examined. These things should be considered as well in order to achieve a good writing result. Galbraith (2009) identified four distinct operations in writing: generating ideas, sequencing or organizing ideas, expressing ideas in sentences, and complying with spelling and grammatical conventions.

2. Organization

Organization of writing implies that during making the arrangement of each sentence or paragraph in the writing text. Organization means the structure of the paragraphs. There should be a better organization between them.

3. Vocabulary

Vocabulary deals with the desire to make the use of the words in the composition as rich as possible. The better vocabularies utilized for the text, the more chances for a good outcome will be achieved.

4. Language use

Language use is about the construction, structure, and aspects of the language used in the written text, such as grammar and the sentence complexity.

5. Mechanic

Mechanics manages with the punctuation, spelling, capitalization as well as the sort of handwriting whether it is clear and illegible or not. The importance of arranging a good writing mechanics is to influence the writing result. Mastering how to write use a proper mechanic will cause sentences be readable and proper with the meaning.

Those aspects impact one another. The students must take a look at the grammatical rules, punctuation and spelling, case of information, and relate with the writing task's problems or topics.

2.2.2 The Stages of Writing

Brown (2000) proposed the three stages of writing process as follows:

1. Pre-writing

Pre-writing is first stage of writing process. This stage is where the writers attempt to discover what they need to write. Pre-writing stage includes the writers in picking a topic, gaining ideas regarding that topic, arranging the ideas to discuss first to last.

2. Drafting

After gaining the ideas, drafting is started. In drafting, the students must organize their writing. Drafting stage is the place where the writers bring the ideas into words. At this stage, the writers concentrate on the

fluency of their writing, as well as the organization and vocabulary to be utilized to the readers. So the readers can comprehend the ideas easily. The content may be composed without thinking about the grammatical aspect first.

3. Revising

Revising stage is examining what had been written, from the structure until content. The writers can ask classmates to exchange texts with them. The opinion of readers is a good way to determine if the writing is simple and effective. Revising entails more than just looking for grammatical mistakes. It is done to enhance the overall quality and organization of ideas so that the reader can better understand the writer's purpose.

2.3 Google Classroom

2.3.1 The Features of Google Classroom

Iftakhar (2016) proposed that Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. According to Saputri (2020), when the class is operated, there are a lot of activities that teachers and students can do with Google Classroom, as follows:

1. Give Announcement

Teacher can provide notifications about the update of the course in this section. They can also upload files and materials. One of the most important things teacher can do is keeping the students updated.

2. Give Assignment

This is Google Classroom's most powerful feature. Teacher will upload assignments for students to apply on time. Students can also finish their assignment by downloading materials that the teacher has uploaded.

3. Create Question

A problem can be created by the students to be discussed with their teacher or other students if allowed by the teacher.

4. Re-use Posts

The important post can be used by the teacher, such as announcement, assignment, and question.

2.3.2 The Advantages of Using Google Classroom for Writing Activities

Northey et al. (2015) argued that Google Classroom is extremely useful, adequate, and unique in how it provides newer defiances in continuing education. The benefits are available to anyone with tools and applications (Gmail, Drive, and Docs). The teachers can give materials and assignments in the form of doc, PPT, or youtube link form through this application. The students can also submit

their assignments in Gmail, drive, or other formats based on the teachers' rules. Janzen (2014) pointed out the following benefits of using Google Classroom for writing activities, as follows:

1. Easy to use

It is very easy to use. The instructional interface and options for presenting and monitoring assignments are intentionally simplified in Google Classroom; announcements, email, and push notifications make it easy to communicate with the entire class or individual students.

2. Save time

Google classroom is created to help the users to save time. It incorporates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of distributing document, grading, formative assessment, and feedback.

3. Cloud-based

Google Classroom makes it easier to use more knowledgeable and authentic technology in the classroom. Google apps account for a large portion of cloud-based enterprise communications platforms used by professionals.

4. Flexible

In both face-to-face and completely online learning environments, this software is readily available and usable by teachers and students. This allows teachers to more effectively explore and impact flipped instructional approaches, as well as simplify and coordinate task delivery,

selection, and communication through multiple instructional environments.

5. Free

Learners who do not have access to an educational institution will not be able to use Google Classroom. However, anybody can sign up for a Google account and gain access to all of the other applications, such as Drive, Docs, Spreadsheets, and Slides.

6. Mobile-friendly

Google Classroom is designed to be mobile-friendly. On any mobile device, it is simple to use. In today's web-connected learning environments, mobile access to enticing and easy-to-interact learning materials is crucial.

From those benefits, it shows that Google Classroom is helpful to facilitate teachers and students in the teaching and learning process.

2.3.3 Limitations of Google Classroom for Writing Activities

Despite of its helpful features and some benefits, Google Classroom also has some limitations. Yunus and Syafi'i (2020) proposed that Google Classroom needs high speed of internet connection to operate the application, this becomes challenge in running online classroom. According to Ahmad et al (2020), there are some limitations of Google Classroom, as follows:

1. Internet network aspect

If the students' internet connections are poor, the teacher's explanation will be missed. It takes some time to establish a stable connection.

2. Lack motivation

In this aspect, students lack of motivation to join the class and share their assignment or task in Google Classroom.

2.4 Previous Related Studies

In this part, the previous related studies are also described. The first previous study was written by Janah and Yuniarti (2019) on "Google Classroom on Students' Writing Process." The goal of this study was to see if introducing Google Classroom into the writing learning process may boost students' interest and enthusiasm in studying, as well as if Google Classroom could be utilized to improve students' writing skills. The students in this study had a high level of learning motivation and encouragement to learn writing utilizing Google Classroom, according to the findings. Students experienced writing faults in mechanics (punctuation, paragraphing, and capitalization) as well as language use (structure and grammar) on the pre-test, but the quality of their work was sufficient to be evaluated. In post-test, it showed that most of the content of the writing of the students revealed a lack of understanding of the subject. They had a sloppy organization at the time, but the key ideas stuck out. And for language use, they still made errors on tense but the meaning seldom obscured. The difference

between previous study and present study is previous study focused on the use of Google Classroom on students' writing learning process and students' errors in writing test were being focused. The similarity of the previous journal article and the writer's present study is both investigate students' perceptions on the use of Google Classroom in writing. In conclusion, the previous study conducted a writing test to students, and it showed that students made some errors in writing. Meanwhile, this research was only oriented to find students' perceptions on the use of Google Classroom in writing activities.

Secondly, a study was conducted by Rakhmawati (2020) entitled "The Effectiveness of Google Classroom on the First Semester Students' Writing Skill at STKIP PGRI Tulungagung." The aim of this study was to investigate whether students improved their writing skills after being taught using Google Classroom. The result of this study revealed that using Google Classroom to teach writing to first-year students at STKIP PGRI Tulungagung is more successful and engaging. Before and after utilizing Google Classroom to instruct the students, the researcher observed a significant difference in their writing exam scores. With Google Classroom, students may practice writing in a very natural and flowing way. It was also an excellent approach to make sure they knew how to write. It was an excellent chance to study and comment on the student's writing skills. The difference between previous and present study is, the previous study focused on the effectiveness of Google Classroom in improving students' writing skill. The similarity of the previous journal article and the present study is both investigate a phenomenon about the use of Google Classroom in students' writing skill. In

conclusion, previous study investigated about the effectiveness of Google Classroom on students' writing skill, and it showed that the use of Google Classroom is helpful for the students' skill in writing. Meanwhile, the present study investigated the students' perceptions on the use of Google Classroom in writing activities.

Thirdly, a study was conducted by Setiadi (2020) which entitled "Students' Perception on the Use of Google Classroom in Language Learning." The purpose of this study was to determine students' perceptions of Google Classroom's use in language learning, specifically the ease of use and performance of Google Classroom in language learning, at Universitas Muhammadiyah Makassar's English Education Department in semester 5. The majority of students agreed that Google Classroom was easy to use and produced good results in language learning because it allowed them to save and retrieve tasks or assignments, receive information or announcements, and send tasks or assignments, and they were satisfied and engaged in the language learning process. So, it was good to use Google Classroom as a media of language learning. The differences between previous and present study is, the previous study discussed about students' perception on the use of Google Classroom in language learning. The similarity of the previous journal article and the present study is both investigate the students' perceptions on to use of Google Classroom. In conclusion, the previous study investigated about students' perceptions on the use of Google Classroom, and it showed that the use of Google Classroom can

engage students' learning process. The present study discussed about students' perceptions on the use of Google Classroom in writing activities.

Forthly, a study was conducted by Albashtawi and Bataineh (2020) which entitled "The Effectiveness of Google Classroom Among EFL Students in Jordan: An Innovative Teaching and Learning Online Platform." The goal of this study was to see how utilizing Google Classroom affected students' reading and writing abilities. Its goal was to find out how students felt about using Google Classroom as an innovative online platform. According to the findings, Google Classroom aided Syrian students in improving their reading and writing skills. Google Classroom was praised by students for its ease of use, utility, and accessibility. However, the differences are, the previous study focused on the effect of Google Classroom on students' writing and reading. The similiarity between previous and present study is to investigate the use of Google Classroom on students' writing performance. In conclusion, the previous study investagated the effect of the use of Google Classroom, it showed that Google Classroom helped the students on writing and reading skill. In present study, it focused on students' perceptions on the use of Google Classroom in witing activities.

And last, a study was conducted by Astuti and Indriani (2020) which entitled "The EFL Students' Perceptions in Using Google Classroom for English Learning during Pandemic." The aim of this study was to investigate the EFL students' perceptions on the use of Google Classroom in English classes. Google Classroom, as a result, had numerous advantages for both teachers and students. It can be utilized as a medium or venue for online learning, which is especially

important in the context of this pandemic. Google Classroom was a useful tool for students to learn even when they were far away from the teacher. The majority of students thought Google Classroom was a good idea. The differences are, the previous study only focused on the students' perceptions on Google Classroom in the terms of its benefits. The similarity of the previous and present study is both investigate about the students' perception on the use of Google Classroom. The present study discussed about students' perceptions on the use of Google Classroom in writing activities.