CHAPTER I

INTRODUCTION

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

I. Introduction

1.1 Background of the Study

On March 11 2020 the WHO announced the COVID-19 as a pandemic. This pandemic outbreak has originated in China's city of Wuhan and has affected many countries (Tarkar, 2020). Indonesia has also been hit by a killer and and contagious disease called Corona Virus or Covid-19 that is affecting not only the global economy but also the education zone (Dhawan, 2020). Schools are closed, and online learning become the trend nowadays. Everything needs to be done online because offline or in-person activity is prohibited. These circumstances make us realize that scenario planning is an urgent need for academic institutions (Rieley, 2020). Especially, an urgent need for academic institutions arises because education is a foundation and daily meals to students life. Pandemic drives the society need to adapt the new routine and create a brand new one for academic institutions. But, the rapid developments in technology have made distance education easy (McBrien et al., 2009).

The government implemented several policies related to the impact of

Covid-19 on the field of education. These policies are made in order to avoid crowds when the students and teachers were at school. According to Sun and Liu (2020) during the pandemic, time, location and distance appear for all parties involved in education, namely students, teacher and parents. In example the government appealed the schools in Indonesia to have online learning system.

The government seeks a slight change in the world of education by applying distance learning or online learning. Online learning is learning that in its implementation is supported by technology services such as telephone, audio, videotape, satellite transmission or computer. Tafiardi (2005) explained that the term "online" in online learning is all technology used to support teaching efforts through internet electronic technology. Internet, satellite, audio/video tape, interactive tv, and cd-rom are some of the electronic media used. Suryani (2010) in her research, she asserted that as a support for the learning process, ICT has many benefits that can be felt by many people especially the people in a field of Education. Teaching can be delivered at the same time (synchronously) or at different times (asynchronously). Therefore online learning provides us with a tool to meet and do learning even with long distances.

Google Classroom application is the example of application for learning in the smartphone. By effectively handling tasks, encouraging teamwork, and improving communication, Google Classroom intends to provide more efficient and relevant learning. It also has a number of features that help teachers manage their courses more effectively. According to Beal (2017), Google Classroom is an easy-to-use

application. Students and teacher collaboration; the teacher may also create and distribute. Student assignments in the online classroom are available for free. It makes it easy for teachers to create groups to share assignments and announcements. The use of Google Classroom also gives the benefit to English language teaching. It is in line with Yates (2017) mentioned that Google Classroom will provide a blended learning platform for school to simplify the development of assignments and the delivery of grades to students in a paperless manner. A research by Sukmawati and Nensia (2019) found that Google Classroom allows teachers to build and arranges assignments easily, provides input quickly, and interacts with their learners with ease. Moreover, this classroom provides benefits over conventional classroom teaching styles including online or blended learning. In short, the use of Google Classroom can provide significant benefits as a medium for learning English in school.

Writing is an important skill in teaching and learning process. It involves transcription process, form writing, demonstration of knowledge, communication tool and learning tool (Scott, 1999). Therefore, writing is called as complex skill in English which is combination from all skills, listening, speaking, and reading. The national assessment of educational progress (NAEP) expresses in 2011 that writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various, constraints of time, and with a variety of language resources and technological tools. In learning writing process, the important things that can affect students' writing achievement is a teacher (Nunan et al., 2003). It is in line with Patrick and Sturgis (2015) found that teachers today are supposed to

have a better learning experience both within and outside the classroom, a concept known as "beyond the classroom" learning. Nowadays, learning writing can be done inside and outside the classroom with the help of learning tools especially ICT.

In relation to this, a preliminary study was conducted at SMPN 54 Palembang through an informal interview with one of the teacher and student, it was found out that during this pandemic the teacher implemented an online teaching and learning using Google Classroom in teaching writing. The researcher also interviewed one of the students of the teacher classroom and she confirmed that the teacher taught writing by using Google Classroom. Therefore, an investigation of teachers' perception on the use of Google Classroom in writing activities will be conducted to the 9th grade students at SMPN 54 Palembang. The result of the preliminary study about teachers' perceptions on the use of Google Classroom in writing activities becomes the main concern of this research.

In addition, there have been numerous previous studies which showed teachers' perceptions on the use of Google Classroom in writing activities. The first related study by Almio Susteyo (2019) entitled Teachers' Experiences On The Use of Google Classroom. The results of this research showed that the students have positive perceptions on the use of Google Classroom in essay writing class, the students found the activities applied in the Google Classroom help them to write better because the teacher can give feedback to the students' writing effectively.

The second was written by Ratnaningsih (2019) entitled "The Use of Google Classroom Application for Writing and Speaking in English Education

Class". Here, the study showed that the experience of using Google Classroom application as the media for submitting English assignments in the form of writing and speaking. Google Classroom can help students and teachers to facilitate and to make the learning writing and speaking process. Students also expressed that they practice their writing and speaking mainly for both academic and nonacademic purposes to attract space. In fact, this platform can help students practice their speaking and writing activities.

The last of the previous study was written by Fonseca and Peralta (2019) entitled "Google Classroom: An effective Virtual Platform to Teach Writing in EFL Composition Course". Here, the study showed that the use of Google Classroom can bring the advantages that help students and teachers to facilitate and to make the teaching and learning writing process. Students also expressed that they practice their writing mainly for both academic and non-academic purposes in an attractive space. In fact, this platform can help students practice their writing activity in an interactive manner.

As a result, this phenomenon encourages the researcher to conduct similar research about teacher's perceptions toward the use of Google Classroom in learning writing at SMPN 54 Palembang. This research was aim to find out what are teacher's perceptions in learning writing by an online learning system. Next, the researcher was choose this school because it is one of the great schools with accredited A in Palembang. Then, the researcher is familiar with the teachers and students who teach and learn English there, Then the researcher has decided to conduct research in line

with the discussion of this issue. Therefore, a research is conducted entitled "The Teacher's Perceptions in Writing Activities through Google Classroom: A Case Study at SMP N 54 Palembang"

1.2 Problem of The Study

Based on the background, the research problem formulated as in the following question: "How were the teacher's perceptions in writing activities through Google Classroom at SMPN 54 Palembang?"

1.3 Objective of The Study

Based on the problem above, the objective of the study is to find out the teacher's perceptions on the use of Google Classroom in teaching writing at SMPN 54 Palembang.

1.4 Significance of The Study

This research is expected to give some benefits to the school especially the teachers and also the students. The researcher divides the significance of the study with two sides, for teacher and for students, and for future researcher.

1. For students: this research is beneficial for the students because it can be a reference for them about using online learning applications. It is expected that the students would understand how social media can be useful for teaching and learning.

2. For teacher: this study can increase their knowledge and ability to use technology in efficient and effective learning process and can follow developments in learning media.

3. For future researcher: hopefully, the findings of this study will provide inspiration and references to further investigate Google Classroom potential. Also, on the subject of learning a language using an internet platform, especially using Google Classroom.