

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) teachers' perception, (2) writing, (3) online learning activity, and (4) previous related studies

#### **II. Literature Review**

##### **2.1 Teachers' Perception**

Perception is the process of identifying, viewing, judging, and summarizing something encountered in life. Pashko (2016) stated that perception is an activity concerned with the sensory for arranging, analysing, and viewing an object found in life. Rao and Narayan (1998) convey that perception is a facility used by people to observe, understand, and producing clear information about something (as cited in Odhiambo, 2015, p. 128). Qiong (2017) also states that perception is the outcome of three stages namely selection, organization, and interpretation to make a clear conclusion about an object. Additionally, Hanna (2013) states that the concept of perception consists of three component such as knowledge, attention, and atmosphere. Knowledge is for stimuli. Attention is stimulation comprehension process. Atmosphere is related to stimuli for learning environment and information mobility to human brain through the system of nerve. Pointedly, perception is an activity done to process an information about an object through identification, views, and conclusion.

According to Lee (1998), the understanding of the teachers of creativity has been a major factor in the success of the failure of educational innovation and the teachers perception in teaching English is understood and known deeply. Before carrying out the learning process, Arikunto (in Rifai, 2016:2) states the teacher should understand what will be taught and how to teach it. Therefore, students can receive the right information in accordance with the material being studied.

## **2.2 Writing**

Writing is a way for sharing anything on the paper such as information, message, ideas, or thoughts in grammatically correct sentences using symbols (alphabet letters, punctuation and spaces) to express thoughts and ideas in a readable way. Hyland (2004) claims that writing is a way to share the ideas or views on the topic to others, then the person's ideas can be different from others' ideas because it depends on their belief. It can conclude that learners can express their sense, thought and experiences to deliver their own purposes. Writing is simply a phase of growth. In the creation process, students are trying to communicate their ideas well with the guidance of their teachers. According to Oshima and Hogue (2006), writing is a process of making, organizing, composing, and writing polishing. Writers can generate the ideas for the first step process of writing, for the second step writers are arranging the ideas, the third step writers are writing a coarse draft and the final step writers are polishing your coarse draft by editing it and making revisions for the draft.

Teachers must give students the chance to build their own sense in a constructive and cooperative environment. They need to train more and more. Many people say that one of the difficult skills in English is writing but in fact, Richards and Renandya (2002: 303) writing is interesting activity in learning English because it needs a process to get good writing results with writing rules especially do academic writing is not easy. Study and practice are required to improve this ability. It is important to remember, for learners, even native speakers and new learners of English, that writing is a practice, not a result. From those definitions, it can be concluded that writing is an individual skill and an activity of thinking in a communicative written language. In expressing the thought into a written language, the students can share their ideas and feelings in their mind and the person must learn if they want to have good writing.

### **2.2.1 The Process of Writing**

Oshima and Hogue (2006) stated the process of writing has roughly four steps. When writes need to consider the specific audience, consider the tone of the writing that is the style or manner of expression, and the last is the purpose of a piece of writing determines its organization pattern.

#### **a. Creating (Prewriting)**

The first step is often called pre-writing because it is one way of warming up the students' brain before they start writing. In the first step, the writer selects a topic and gathers ideas to support that topic. In here, the writer can select the topic that they interest and the writer can read a newspaper, book and magazines article to build the ideas. After choose the topic to collect the information and develop ideas we

need to prewriting.

b. Planning (Outlining)

In this step, the writer starts to make an outline to organize the ideas. Each outline includes a topic sentence, supporting sentence, and concluding sentence.

c. Writing

The following step, the writer creates a draft using the outline as a guide. Write the draft as quickly as possible, without pausing to consider grammar, spelling, or punctuation. Simply write down your thoughts.

d. Polishing

In this last process, you polish what you have written. This step is also called revising and editing. Polishing is most effective when done in two steps. First, deal with the big issues of content and organization. Then, focus on the smaller issues of grammar, punctuation, and mechanics (editing). Pointedly, writing covers the process with a set of stages because writing is a complicated skill which requires considerable time and effort to write well.

### **2.2.2 The Aspects of Paragraph Writing**

There are many things to be considered by students in order to write well. Marzulina and Saputra (2016) states that it there are so many aspects in writing that need to be mastered since it involves some activities like generating, organizing, translating ideas into a written text besides the above factor in language learning. To help students to successfully learn and understand the language, teacher need a good learning strategy. According to Weigle (2002), there were five aspects of writing,

such as, grammar, organization, vocabulary, mechanics, and content. The following aspects can be explained:

### 1. Content

A good writing is when the title represent content of it. The content of a text should be relevant or equivalent and describe the title in complete. According to Brown (2004), the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose, response to one assigned topic to standard written English, and to generate.

### 2. Grammar

Grammar is the system and structure in English language. According to Marzulina et al., (2019) grammar is essential and a necessary master skill to acquire a new language to enable competence to develop in the areas of other skills. In fact, grammar is important because the rules for forming acceptable utterances of the language (Gleason and Ratner 2009). Grammar is the description of the ways to choose the right words and structure forms and it can be combined into sentences in the language. Learning grammar means to know how various grammatical elements are nouns, pronouns, adjectives, tenses, adverbs and prepositions.

### 3. Organization

The organization of the content means that we should clarify our ideas and make it clear. Organization shall mean the structure of the paragraph. Students should make each paragraph relate in order to ensure that their writing is well structured

#### 4. Vocabulary

Vocabulary is about word choices. It can help the students to express their words or ideas in the paragraph. Without vocabulary, the students cannot write the text well. The students have to choose appropriate words and combine them into paragraphs. As stated by Olson (2005) One of the best ways to accurately convey the writers' ideas in their writing is to choose the right vocabulary.

#### 5. Mechanic

In composing a paragraph, mechanics is an important thing that cannot be separated because it contributed the specific judgment about the quality of certain writing. Kane (2000) mentioned that mechanics refers to the appearance of words, to how they spelled or arranged on paper. Furthermore, Shehadeh (2011, cited in Khatib and Meihami, 2015) divided mechanics into several aspects namely spelling, punctuation, capitalization, paragraph indentation, and so forth. The use of good mechanisms in writing will make it easier for readers to understand the ideas of conveying messages or information that are stated in the writing.

From the statements above, the writing is varied and there are several aspects in writing that have to be paid attention in writing. By considering these things, students will write a great piece of writing that is understandable to the reader.

#### **2.2.3 The Criteria of Good Writing**

According to Harmer (2007) there are two characteristic of an effective paragraph. Those are coherence and cohesion.

a. Coherence

A good writing paragraph has a coherence when supporting sentences are ordered according to principles. All sentences are arranged clearly so that readers can understand the content, concept and ideas easily.

b. Cohesion

Cohesion is the all supporting sentences connected to each other in a paragraph with the support of the topic sentences. The composition of the paragraph or text is like organization to allow the good combination as direction.

### **2.3 Online learning activity**

In the digital era, everything can be used with technology like studying by online media is so easy for all humans. Online media is one of the innovations in information communication and technology (ICT). It refers to technologies that provide access to information through telecommunication (Ratheeswari 2018). The evolution of technology brings a wide impact toward the education system. It is supported by Carliner (1999) who defines online learning as subject matter that makes computers a learning tool. (as cited in Anderson, 2004). One of the results can be seen from the use of technology in the teaching and learning process. Both teachers and students have already got the advantage of technology to support their activities. They use gadgets, pc, and mobile phones to help them in solving their problems or minimizing the difficulties whether it is supported with internet

connection or not.

Most of the teachers use technology to get easier in collecting students' assignments. According to Gonzales and Louis (2018), online learning is defined as distance learning assisted by electronic devices, such as gadgets, pc, smartphone with internet connection. Commonly, the teachers ask the students to submit their assignments by sending them to Google Classroom. This technique is better than asking the students to collect their assignment directly in the form of a paper task, because it saves time in collecting and checking the assignments one by one in a pandemic situation. According to Ocampo et al., (2017) in Google Classroom, teacher can provide materials on the subject being taught. The teacher can post some teaching materials, assign tasks for students, upload the students' score and give comments or feedback to students' writing.

However, studying from home and using this technique still has weaknesses. First, the students cannot have discussions with the teachers about their assignments and they only can send their assignment without knowing the further continuation. Second, the students do not know their scores because they need to wait until the teacher announces in the next meeting and it brings slow responses from the teachers. Third, students may send their assignment into the incorrect email address. Absolutely, the assignment will not be sent to the teacher's e- mail if the students do not realize their mistake. In order to solve the weaknesses, teachers need to get other techniques in collecting the students' assignments. Actually, the development of technology has given easy support in an education institution.



### **2.3.1 Google Classroom as Learning Media**

Google Classroom is one of the applications that has been developed by Google Inc. for educational space, the media is to find out the difficulty of creating, delivering, and classifying any paperless assignments (Perez, 2015). This application can be used on smartphones, gadgets, pc, etc. where both teachers and students can download it freely and log in easily. The teachers only need to create a class and share the class code to the students to let them join with the class created. Through this application, students can submit their assignment easily, revise their assignment, and also check their scores given by the teachers. According to Ventayen, Estira, Guzman, Cabaluna, and Espinosa (2018), Google classroom is present free services by Google for education plan. Google Classroom has some benefits such as being paperless in the learning process and it can be accessed everywhere and anywhere as long as there is an internet connection and from any devices, to communicate between teachers and students, to give feedback to students.

Google Classroom has so many features but the general features referred in Edtechteacher (2017) There are some features of Google Classroom as follows:

#### 1) Posting and Sharing

Google Classroom is the most beneficial feature because teachers can post links to class websites, post files for students, post teaching material, and other things. This is an efficient way to share learning material between teachers and students.

## 2) Assignment

Teachers and students are able to create, distribute and collect assignments into a quick and simple process.

## 3) Grading

Teachers are able to assign for any point student assignment and give them feedback on their assignment.

## 4) Question

Teachers are able to assign any questions to the student for an assignment and give them feedback.

## 5) Calendar

Google classroom creates automatically scheduled deadlines for an assignment student and it can remind the teacher to collect assignments.

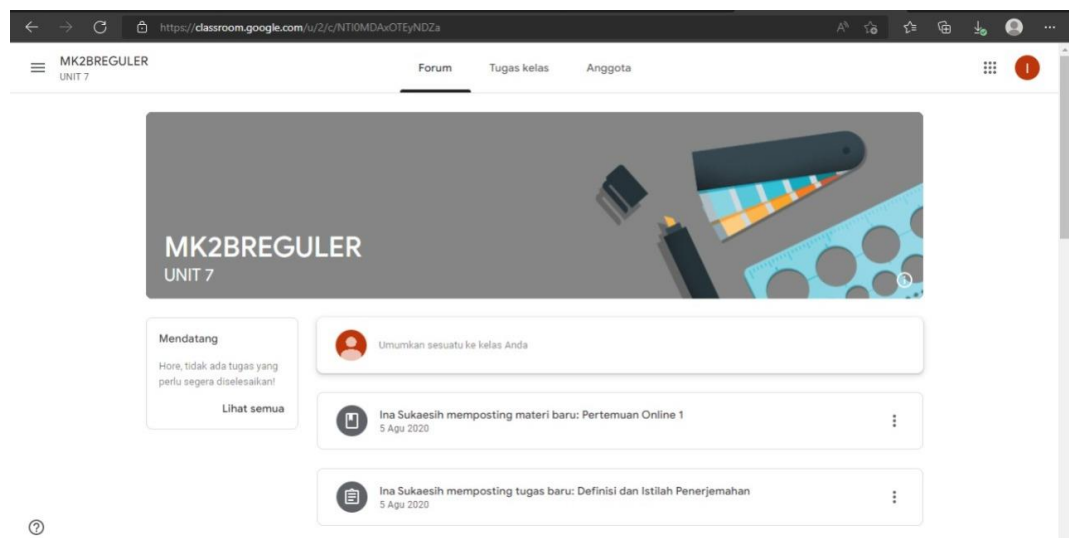


Figure 2.1 Google Classroom Activity

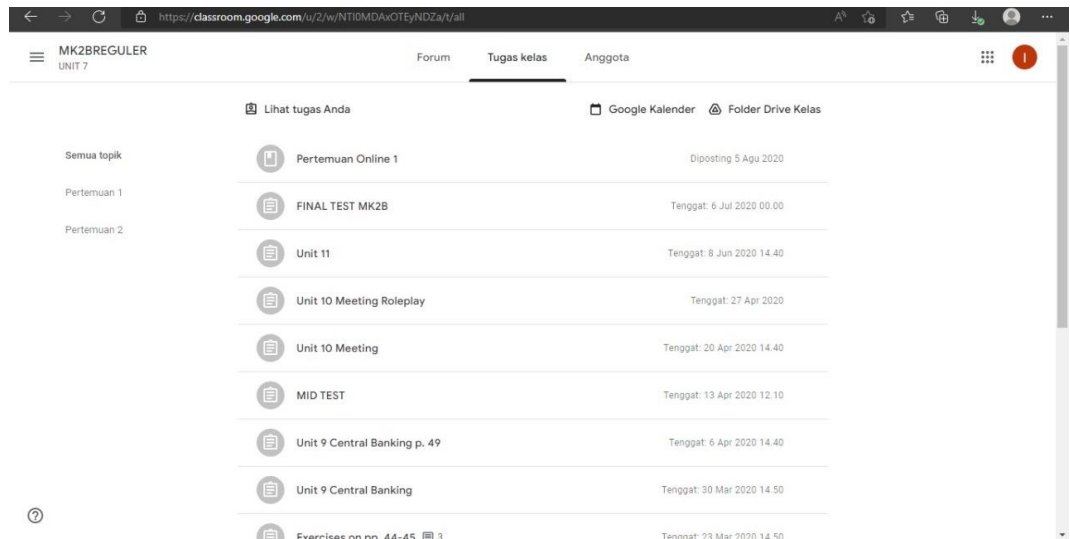


Figure 2.2 Google Classroom Activity

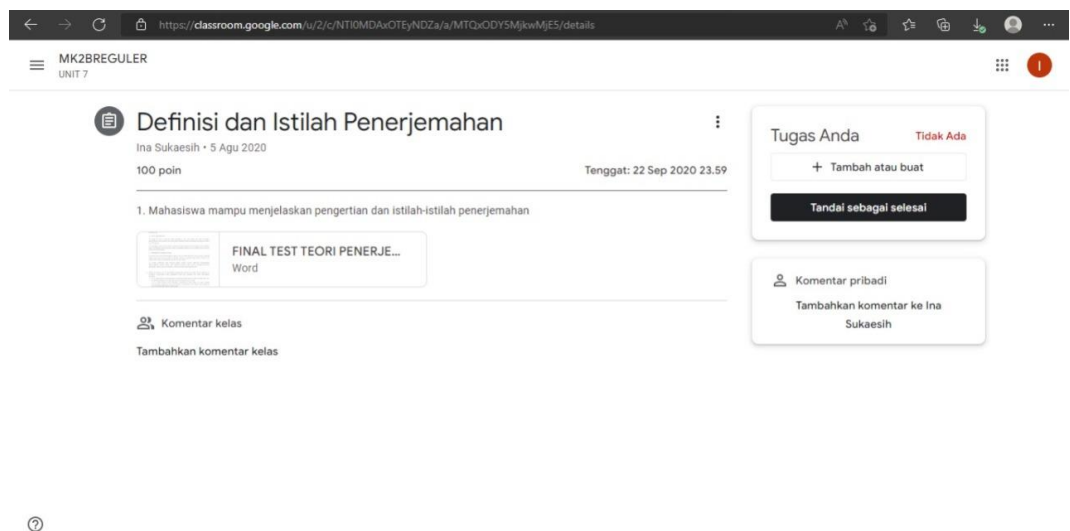


Figure 2.3 Google Classroom Activity

### 2.3.2 The Advantages of Using Google Classroom as a Learning Platform

Google Classroom is a popular tools learning activity that offers a lot of interesting facilities and applications. According to Mafa (2018), the benefits of

using Google Classroom to support the learning process:

A. Classroom management

Google Classroom provides easy access for teachers to create and post content material for students. The materials in the Google Classroom are documents, audio, pictures, file attachments and videos. There is a discussion panel where students can discuss or interact with their classmates easily and also enables other features such as announcements, upcoming assignments, timelines, and feedback, so students can manage their own independent learning.

B. Flexibility

Students and teachers may access all the features of Google Classroom on gadgets, such as smartphones or personal computers. Accessing Google Classroom is very simple, you should have a Gmail account which connects everything.

C. Safety and security

Students can register in the group of class by entering the class code or based on the link teacher's invitation by email. It means, it is restricted to certain people only and no other groups or classes can have the access.

D. Promote collaboration

Students can interact with their friends on the discussion panel which encourages them to have better collaboration in learning. They can discuss the task from a long distance online. Besides, teachers may invite students' parents to get embroiled in the class. It means they can know the progress of their children at any time. They can easily get informed of any announcements and questions in the class.

Google Classroom is a popular tools learning activity that offers a lot of interesting facilities and applications. According to Pappas (2015), there are two advantages of the advantages of Google Classroom.

1. Easy to use

It means that both teachers and students can access Google Classroom accessible from all computers, mobile phones, and tablets. Teachers also can add course material, create assignments and announcements, send link from YouTube to Google Classroom, and attach files from Google Drive.

2. Paperless.

It means that students do not need to submit paperwork, just send the files to Google Classroom.

### **2.3.3 The Disadvantages of Using Google Classroom**

According to Ahmad et al (2020), disadvantages of Google Classroom consist of two aspects:

1. Internet Network Aspect.

If the students' internet networks are not good, the students will miss the explanation or discussion of the lessons presented by their teacher. It takes more time to make their internet network stable.

2. Lack of motivation

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

According to Mafa (2018), the disadvantages of Google Classroom in learning process:

1. Difficult account management.

Google Classroom doesn't allow access from multiple domains.

Furthermore, you cannot log in with your personal Gmail to enter it; you need to be logged in Google Apps for Education. As a result, if you have already a personal Google ID, it may be frustrating to juggle multiple Google accounts. For example, if you have a Google document or a photo in your Gmail and you want to share it in the Google Classroom, you will need to save it separately in your computer's hard drive, log out, and then log in again with your Google Classroom account. Quite a hassle.

2. Limited integration options

Google Classroom hasn't yet integrated with Google Calendar, or any calendar whatsoever, which may cause some problems with organizing material and assignment deadlines.

3. No automated updates

Activity feed doesn't update automatically, so learners will need to refresh regularly in order not to miss important announcements.

## 2.4 Previous Related Studies

The previous related studies are explained. The first previous study was written by Almio Susteyo (2019) entitled “Teachers’ Experiences on the Use of Google Classroom”. The purpose of this study was to carry out the teachers’ perception on the use of Google Classroom as a learning media. The study attempted to fill the gap by conducting research on the use of Google Classroom in teaching English language including the ways in teaching writing by using Google Classroom can be used to improve student’s skills ability and students’ perceptions. The result of this study showed that the use of Google Classroom in learning language showed positive impact to the students, it motivated and made the students enjoy learning English language. The similarity of the previous journal article and the present study is to find out the teachers’ perceptions of using Google Classroom in teaching writing, besides that there differences from this research. The research will be conducted on junior high school level while the previous journal was conducted on senior high school level.

The second previous study was written by Ratnaningsih (2019) entitled “The Use of Google Classroom Application for Writing and Speaking in English Education Class”. The purpose of this study was to implement Google Classroom (GC) as an educational platform to provide students in the learning writing process especially in pandemic covid 19 situations. This 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 non-academic purposes to attract space. In fact, this platform can help students practice their speaking and writing activities. The similarity between previous journal articles and present study is to find out teachers' lived experience and perceptions in using google classroom application for writing. Besides, the differences between previous journal and this research will be conducted on junior high school level while the previous journal was conducted on university level.

The last previous the study from Azhar and Iqbal (2018) about "Effectiveness of Google Classroom: Teachers' Perceptions". The purpose of this study is to find out teachers' perceptions of Google Classroom's effectiveness. The research is carried out using a qualitative research design. This study's sample consists of 12 higher education teachers who have used Google Classroom. The semi-structured interview method was used in this study. The acquired data has been thoroughly analysed by coding and categorizing the data in NVivo. The findings of this study, teachers perceive it as merely a document management and basic classroom management tool with no great impact on instructional methods. The teachers' responses, the main reason for its inefficiency is a lack of a user-friendly interface. The differences with present study are the participant of this research consists of one senior high school teacher. Then, present study used descriptive qualitative analysis. Meanwhile, the equation is that the present study also conducted to find the teacher perception in



teaching via Google Classroom.