

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Information technology-based learning is increasingly popular because it is believed to be able to strengthen the role of teachers, schools, and parents in order to optimize students' achievement. The presence of technology for English instructions has been very important as it brings about meaningful instructional practices (Sumardi & Muamaroh, 2020). The use of the internet has played an important role in language teaching. The main objective is to help students to improve their skills: listening, speaking, reading, and writing. With the use of the internet, language teachers are able to develop new techniques to obtain all the possible benefits of this tool in education (Bygate, 2001: 51).

As the Covid-19 Pandemic runs, Indonesian government implemented some rules that limited the number of people moving in public places. Such rules have disrupted the normal functioning of schools and universities. Because the duration of such measures has been extensive, leaders of public and private education institutions have put in place alternative methods for students and teachers to continue their teaching learning process without attending at schools.

Related to the matter, Indonesian Minister of Education and Culture (*Mendikbud*) issued *Surat Edaran* No. 4 of 2020 on March 24, 2020 explaining the National Examination (UN) and the "Home Learning" process which was carried

out through online / distance learning. Learning activities and assignments in “Home Learning” varies considering the learning facilities at home. The government then launched a *study from home* policy (*sfh*) in line with a *work from home* policy (*wfh*) to counteract the spread of the corona virus.

Furthermore, the teaching and learning process is carried out through an online / online system is namely online learning or *e-learning* (Baihaqi, 2020). *E-learning* is learning organized through web networks. The learning model through the online system is implemented by the teacher using various media including *LMS*, *YouTube*, *WhatsApp*, and / or variations of several media. Each subject provides material in the form of video recordings or slideshows, with tasks with a deadline and a various of assessment models (Al-Saleem, 2014).

In conducting online learning, there are several things that need to be prepared, namely facilities and infrastructures including supporting platforms and tools, infrastructure and human resources. The tools or platforms that will be used have to be in line with the situation and conditions of learning. English teachers can utilize message application through mobile phone and smartphone. The most famous messenger application is Google Classroom.

Google Classroom is developed by Google for academic purposes that support a blended learning platform. This application is so simple to use, does not take many spaces on the smartphone's memory and helps teacher and student keep on the lesson's track. The users can create a virtual class that can function as in conventional class but save more time, money, and space. Google Classroom allows

teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advance as well (Octaberlina & Muslimin, 2020). As Martinez-Mones, Reffay, Torío, Cristóba (2017) points out that Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments, communication with the entire course or individuals is also simplified through announcements, email, and push notification. During Covid-19 pandemic pandemic, this application provides benefit as it is easy to use and accessible to teachers and students in both face-to-face learning environment and full online environment (Bayarmaa & Lee, 2018). In Google Classroom, teachers can provide materials on the subject being taught. The teachers can post some teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course (Ocampo, 2017). In addition, Google Classroom can be an alternative to postpone meetings face-to-face. Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimize timereleased energy (Inoue & Pengnate, 2018).

Review of literature on Google Classroom shows that several studies focus on the effectiveness of E-learning Moodle, Google Classroom and Edmodo (Hakim, 2016), optimization of using Google Classroom as a learning media (Soni, 2018), Google classroom as an alternative way to enhance learning quality (Sewang, 2017),

and Google Classroom as a media for Improving Attainment of Graduate Attributes (Madhavi, Mohan, Nalla, 2018).

Alim, Linda, Gunawan, Saad (2019) found that the use of Google Classroom was effective with various limitations: not all students got an account what was provided by the teachers because they did not have a smartphone; Wi-Fi availability in the campus was limited and the students did not have enough mobile data plan during the time of online discussion and even some students submitted their assignments using their friends' account. The finding is similar to a study done by Bayarmaa & Lee (2018) that the adoption of the Google Classroom as an online environment in PBL is successful and effective in developing students' knowledge. This new attempt could help to enhance and improve the quality of learning instruction by breaking the monotony of the traditional classroom, and opening a new avenue for learning. In addition, effective and convenient collaborative learning is possible because students could interact and communicate with one another whenever and wherever they want even after the class. Iftakhar's study (2016) explained that Google Classroom is the best feature provided by the Google platform that can be used by the scholar to get information about the class material with the use of many times saved. It can be accessed by everyone on their smartphone, tablet, laptop, and personal computer.

The existence of Google Classroom as an instructional medium is a new thing in the education sector, which is expected to make the learning and teaching process easier, especially in teaching writing. The use of Google classroom is oriented to

make students comfortable learning and teaching processes during *Pembelajaran Jarak Jauh (PJJ)* program amid Covid-19 pandemic. Writing defines one of the productive skills that is also known as the most difficult skill among other skills (Haerazi, Irawan, Hadiyatno, Hidayatulloh, 2020). This is caused by complex writing activities such as: organize the ideas or information, avoiding ambiguity, making grammatical use, and choosing an appropriate vocabulary. This is in line with what was explained McLean (2011) that effective writing involves the organization in developing ideas, argumentation, and information, a great exactness to keep away from ambiguity, an intricacy of grammatical use, and selecting an appropriate vocabulary.

Based on the pre-observation in State Senior High School (SMAN) Mojogedang, the researcher found that problems during the implementation of Google classroom in writing class. The students feel hard to obtain an idea to write because they dislike reading. Another thing that may contribute to the difficulty is to compose writing because of a lack of vocabulary. Next, they frequently get confused about constructing sentences with correct grammar.

However, although writing skill plays an important role, this skill is often neglected. Research by Bozdogan & Karlidag (2013) showed that the only writing that the participants did during science and art lessons was for the examinations and lab reports, which made the practice of writing quite limited and unsatisfactory. In addition-writing skills are also very much needed in the world of work. Furthermore, in English teaching, teacher and students are the basic factors. Those vignettes are

giving contribution in teaching learning process. There will be not learning if students do not take part as well in it. Vice versa, the role of teacher will endorse pupils in engagement of education goal. It is no doubt that every purpose of learning process is reaching and progressing learning's achievement and attitude. Regarding with the implementation of google classroom in teaching writing at State Senior High School (SMAN) Mojogedang, it appears writer's curiosity to reveal it. Therefore, the researcher decided to deliver the study entitled **“THE APPLICATION OF GOOGLE CLASSROOM IN TEACHING WRITING FOR SENIOR HIGH SCHOOL STUDENTS DURING COVID 19 PANDEMIC”**.

### **B. Problem Formulation**

1. How is the implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic?
2. What are the teacher's and students' roles in google classroom?
3. What are strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic?

### **C. Research Objectives**

The objectives of the research are:

1. To describe the implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic.
2. To identify the teacher's and students' roles in google classroom.
3. To find out strengths and weaknesses of the implementation of google classroom in teaching writing for Senior High School students during Covid-19 pandemic.

### **D. Research Benefits**

This research is hoped to give the following benefits.

#### **1. Theoretical Benefit**

The researcher expects to get additional information about the implementation of google classroom especially in teaching English. It is hoped that the writer has better understanding about teaching learning activity, thus, the writer can prepare to be more creative in teaching.

#### **2. Practical Benefit**

The result of the study can be used as additional information dealing with the strengths and the weaknesses conducted in teaching English. Furthermore, by knowing the result of the study, the teacher may maximize the strengths for teaching improvement and minimize the weaknesses for better teaching.