

CHAPTER I

INTRODUCTION

This chapter presents introduction in which divided into four parts, namely background of the study, research question of the study, objective of the study, and significant of the study.

1.1 Background

Language is needed as means of communication that takes an important role. The people cannot be separated from language. They need it to express their opinions, emotion, and desire either in speaking or conversation or dialogue. Rahman, (2017: 1) stated that language is an arbitrary vocal symbol used for human communication. If we do not learn the language it can be hard to understand what the speaker says. Therefore language is very important because people use language every day in their activity. There are many languages in this world. Perhaps each country has more than a language. One of them is English. In the world, English becomes the most important language because English is an international language.

English as an international language is widely known by most of people in the world. The country which uses English as mother tongue, they use English spoken and written in activity. Every part of their life such as instructions and information are in English. In Indonesia, English is as foreign language since they are at basic level of education. According to Curriculum of 2013, English is learnt by students since they are in class seventh. When students learn English they focus on

mastering four macro skills of English; they are listening, speaking, reading and writing. According to Kusuma (2019:6) English is as a foreign language means that English is taught in school, often widely, but it does not play an essential role in national or social life. People in such country, commonly, they can live their daily life by using their mother tongue or second language without using any foreign language. This situation is even possible for social or professional advancement.

As the English learner, writing is one of the important skills which must be mastered by the students. Writing especially in the English writing competence of the students of Indonesian Senior High School is chosen as the topic in this research. Writing itself is a communicative, productive, and expressive activity by using written material as its medium (Ahsaniah, 2019 : 1). The activity is meant to deliver a message from writer to the reader. In writing activity, a student should be able to utilize graphology, grammatical structure, and vocabulary. Jarvis (2015 : 9) emphasizes that many students do not enjoy writing because they feel that if they cannot do it correctly at the first time then they will never get it. Moreover, Harmer, (2004 : 253) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Teaching and learning is no more confined within the chalk and talk method. The process of teaching has changed in many ways over the past two decades. The education system in Indonesia country is based on traditional and modern

classroom education and requires the students to attend the school classes every day. In this pandemic situation all students in Indonesia are forced to learn at home by using online platform. As the world is surrounded by technology and the internet, students today are part of a digital generation where they are using mobile phones, computers, tablets and e-readers on a daily basis. Since the gadgets are increasing day by day, it is leading to the technology addiction among children (Islam, 2019 : 58). Considering this matter, in 2014, Google planned for introducing a technology based learning platform through which these gadget loving young generation can be taught by using their much loved gadget where they usually spend most of the time of their day and night.

Google is a well-known search engine that can be employed to find information in the internet. Google also created some applications. One of its creation named Google Classroom. Google Classroom is an application designed to help students and teachers in their learning process (Englishtina, 2017 : 335). While according to Azhar, (2018 : 52) defines Google Classroom is one such tool that is free of cost and has gained popularity within a short span of time. Thus, this classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease. Therefore Google classroom is needed in teaching and learning process especially in teaching writing skill.

Although, google classroom has a good features but some teachers have problems in conducting it. Based on the observation and interview with the teacher at SMA N 1 Tahunan, the researcher found some problems that happened

to teachers. The problems are the teachers feel difficult to have learner sharing because this application is usually only used for submitted an assignment, if the student are asked for discussing, it is only a little students who joins discussion. Other problem is there is no automated update on google classroom. The activity feed doesn't automatically, so learners will need to refresh regularly in order not to miss important announcement. Therefore, the teachers should announce if there is assignment to the students in other group discussion such as WhatsApp Group.

Based on description above, in order to know how teachers teach the students through Google Classroom, the researcher is interested in analysing the teacher response and teacher's problem in teaching using Google classroom to the students. Especially, the researcher focused on writing skill. In this research, the researcher decides to choose descriptive text as students' writing activity. The objective of this research is to describe the teachers teach writing skill through Google classroom at SMA N 1 Tahunan. The explanation above leads the researcher to conduct a research entitled "A DESCRIPTIVE STUDY ON TEACHING WRITING SKILL THROUGH GOOGLE CLASSROOM AT THE TENTH GRADE STUDENTS OF SMA N 1 TAHUNAN".

1.2 Statement of the problem

Based on the background of the research above, the problems of the research follows:

1. How is the process of teaching writing skill through google classroom at the tenth grade students of SMA N 1 Tahunan?

2. What are the problems faced by teacher on teaching writing skill through google classroom at the tenth grade students of SMA N 1 Tahunan?

1.3 Objective of the study

In line with the formulation of the problem of research above, the objectives of the research are:

1. To describe the teacher teach writing skill through google classroom at the tenth grade students of SMA N 1 Tahunan?
2. To know the problems faced by teacher on teaching writing skill through google classroom at the tenth grade students of SMA N 1 Tahunan?

1.4 Significant of the study

The process and the results of this research are expected to give some benefits as follows:

1. Theoretically

The result of this study is able to give a contribution to the teaching and learning process in English especially in writing.

2. Practically

- a. For the English Teacher

The result of this study provides feedback for the English teacher that may be useful to make them aware of students' difficulties in writing through Google classroom so they will pay more attention to write as well as possible. It is expected that the teacher will improve their teaching so that they can make students understand well and be confident to write.

- b. For the Students

The result of this study is expected to make them aware of writing in media such as Google classroom.

c. For other Researchers

The result of this research can be a reference for conducting other research related to this research study.

