CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the previous studies and the theoretical review. In the previous studies, the researcher presents some studies related to this research. Meanwhile theoretical review presents about writing skill and google classroom media.

2.1 Previous Studies

In this study there are four related studies, which is similar with this present study, they are:

First, Rossytawati (2018) in her research entitled "A Survey Study of Students Perception in Using Google Classroom in English Language Education Department of Islamic University of Indonesia". The purpose of this research is to identify the challenges of using Google Classroom as a learning tool for students of the English Language Department Islamic University of Indonesia. The method of this research is quantitative research and this research used the questionnaire as the instrument to collect the data. This research involved 126 students of the English Language Department at Islamic University of Indonesia, consist of 3 batches there are 2014, 2015 and 2016. There were 126 students who completed the questionnaire about challenges in Google Classroom. By seeing the demographic questionnaires, the sample of this research consists of 31 male and 94 female participants who involve in this research. According to the result of the questionnaire data calculation from the students of English language department

batch 2014, 2015 and 2016 are calculated in 3 steps. The first step is about the whole or overall data, based on the diagram described the whole finding from the Google classroom data as many as $\bar{X}$ =2.82 become the highest average from the whole data, the highest average comes from the question number four. The lowest score from the whole data comes from question number 18, with an average of 1.55. The results of the study show the students feel that the most challenging aspect of using Google Classroom is not very helpful for them to minimize their time and effort in doing and collecting the assignment.

Second, Sepyanda (2018) in her research entitled "Students' Attitude Toward the Use of Google Classroom on Translation Subject in English Department of FKIP Ummy Solok". This study aimed to know the students' attitude toward the use of Google Classroom as an application used in collecting their assignment on Translation subject. The importance of this study was based on the development of IT and the use of mobile application as supporting media in teaching and learning process. In addition, Google Classroom has been used as supporting tool in collecting students' assignments on several subjects taught at Department FKIP UMMY Solok. One of the subjects is Translation subject that usually contains several assignments that should be submitted by the students directly. The result of this study found that students' attitude toward the use of Google Classroom in collecting their assignment on Translation subject was in the "good" level. In other word, the students' attitude toward the use of Google Classroom on Translation subject at third year of English Department students of FKIP UMMY in 2017/2018 academic year Solok was positive. So, it can be concluded that

Google Classroom can be used as an effective tool in collecting students' assignments, especially in Translation subject.

Third, Ahsan (2019) in his research entitled "The Effectiveness of Using Google Classroom Application to Teach Writing Skill (An Experimental Research at the Eleventh Grade Students of MAN 1 Sukoharjo in the Academic Year of 2019/2020). The research used quantitative method in the form of quasi-experimental pre-test and post-test design. There are two classes includes in the research achievement. The first is experimental class taught by using Google Classroom Application and the second is control class taught by using Textbook. The students' population of eleventh grade students of MAN 1 Sukoharjo are 7 Classes. 207 students, and the samples are 60 students (30 students for experimental class who taught by using Google Classroom Application and 30 students for controlled class who taught by using Textbook). The sampling technique that used by researcher was cluster random sampling. Moreover, this research was conducted through the following procedures: applying treatments and giving test with the theme the importance of English languages for pre-test and the importance of education for post-test. The data analysed in this research was gathered through test for experimental class and controlled class. The result gained from the research proved the difference between students' score in learning writing by Google Classroom and Textbook. The statistical calculation result, t-test was 14.850, the critical value was 0,05 and degree of freedom (df)=38 is 2,048. The obtained tcount was 14.850. The tcount was higher than ttable

(tcount=14.850> ttable=2,048), and the hypothesis of this study is accepted. Thus, teaching techniques using google classroom effective in improving writing skill.

Fourth, Haniah, (2019) in her research entitled "Pemanfaatan Google Classroom Sebagai Sarana Belajar Dalam Pembelajaran IPS di SMPN 7 Bandung". The purpose of this study is to describe how social studies teachers utilize google classroom as a learning media in that particular subject. This research is a qualitative descriptive study in the 9th grade of Junior High School 7 Bandung. The data collection techniques are carried out through interviews, observations and documentation studies. The research indicates that google classroom can be used by teachers as a learning media in social studies education. This can be seen from the features of google classroom; 1) virtual classroom - as the space provider for social studies education in classes (class IX A-IX G); 2) communication - helps teachers in providing social studies education's materials, as well as communicating with students without being limited by space and time; 3) assignment - which helps teachers in giving assignments and assessments. The conclusion from the results of the research, which is the reason why the teachers chose google classroom as a learning media because of the time allocation, consideration of teaching materials, the learning demands of the 21st century, school's vision, as well as google classroom features which suit the learning needs. Google classroom is used by teachers in aspects of being the space provider for social studies education, as well as being the provider of teaching materials and facilities for assignments and assessments. As for the difficulties,

the examples are such as on the aspects of internet costs and delay in the evaluation process.

From the previous study about application of google classroom above, the researcher took a conclusion that there were the differences from the researches. The differences were the first and the second researches applied the google classroom in the English Language students, the both researches were qualitative study and those were the similarity with this study. The third and the fourth researches were quantitative study. In the third research there was similarity about teaching the writing skill. The other differences were from the place of the study, population, sample, method of analysis data and specific assessment technique. So that, this study focused on a descriptive Study on teaching writing skill through google classroom media at the tenth grade students of SMA N 1 Tahunan.

2.2 Theoretical Review

2.2.1 Writing Skill

Writing is one of the language skills that important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things done". It is one of the four basic skills (listening, reading, speaking and writing) that are very complex and difficult to learn (Saragih, Silalahi, & Pardede, 2014:57).

Based on Utami, (2012 : 9) writing is means to share feelings, ideas, and thoughts in the form of text which has several purposes. It is one of the production

skills that is very essential in human life and considered as the most difficult skill to master for English language learners. While according to Astuti, (2013 : 9) writing is a productive skill which communicates a message to others by thinking, drafting, and revising the written product. In other words, writing is a process of producing a set of meaningful words arranged in good order and has purposes in communication. Through writing, people can communicate something and share what they feel to everyone who reads it.

In addition according to Harmer, (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing.

From the statement above, it can be concluded that writing is an activity of thinking in which to express into graphic of symbol and in communicative written language. By writing, we can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2.2.2   The process of writing

Writing is never ones step actions, it is an ongoing creative act. Writing is a process, not a product which has been far being new (Tuan, 2012 : 44). When

you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and correction. The process of writing has roughly four steps. In the first step is create ideas, the second step is organize the ideas, the third step is write a rough draft, and the final step is editing and make revisions (Oshima & Hogue, 2007:15).

Nation (2009:114) states that one way of focusing on different aspects of writing is to look at writing as a process. It means that writing process contains several sub processes which are imperatively united as an outline for students to begin and finish their writing. Furthermore, Harmer (2004:4) explains the stages of writing process. They are planning, drafting, editing, and final version.

1) Planning

Planning is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thought to get started. It affects students' purposes to write in terms of the language they use, the text they wish to create, and also the information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how to the paragraphs are structured, but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the piece. It is how best to order the facts, ideas, or arguments which they have decided to include.

2) Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The result from this process is a composition or "first draft" of the ideas.

3) Editing

It is a stage which refers to the process of reflecting and revising that is based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organization, style, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

4) Final Version

Final version or final drafting is a stage where the students have edited their draft. It may be seen differently from the original plan and the first draft because there may be so many changes in the process of editing.

2.2.3   The Purpose of Writing

Purpose is the reason or reason why a person composes a particular piece of writing. The purposes of writing are listed below according to Izzati, (2018 : 11) :

1) **Express.** In expressive writing, the writer's purpose or goal is to put thoughts and feelings on the page. Expressive writing is personal writing. We are often just writing for ourselves or for close friends, usually, expressive writing is informal, not intended for other readers.

2) **Describe.** Descriptive writing portrays, people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about.

3) **Explore/learn.** In exploratory writing, the writer's purpose is to ask key question and reflect on topics that defy simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answer.

4) **Entertain.** As a purpose or goal of writing, entertaining is often used with some other purpose; to explain, argue, or inform in a humorous way. Entertaining may take the form of a brief joke, but its goal is to relax our audience and share some story of human foibles or surprising actions.

5) **Inform.** The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible.

6) **Explain.** Explaining the who, what, how, why, and wherefores requires that the writer analyses the subject and show the relationship of those parts

2.2.4   Google Classroom Media

Google Classroom is developed by Google for academic purposes that support a blended learning platform (Englishtina, 2017 : 335). This application is so simple to use, does not take too many spaces on smartphone's memory and help teacher and student keep on the lesson's track. The users can create a virtual class where can be functions as in conventional class but save more time, money, and space.

Google Classroom is a free service based on web platform which integrates Google Account Apps for Education with all Google Apps, including Google Docs, Gmail, and Google Calendar (Subandoro & Sulindra, 2016 : 3). These features can be used together for supporting a classroom activity. The features have made used of many collaborative features such as collaborative editing, checking, and reviewing. Moreover, Google Classroom enables the users to interact one another and forming a collaborative activity.

Google Classroom saves time and also papers. The application makes the teachers easy to operate a classroom, such as distributing assignments, communicating and regulating materials. In addition, based on Iftakhar, (2016 : 12) defines that 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 advanced as well.

Meanwhile Nagele, (2017: 30) explains, teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate. Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature

that makes teachers create and handle assignments actively and also provide feedback to students efficiently. So, Google Classroom makes it easier for teachers to handle students work. Moreover, Google Classroom can help teachers to create and organize classwork quickly and easily, and communicate with students without being limited by space and time. Google Classroom is considered the best platform capable of improving teacher performance.

2.2.5   Procedure of Applying Google Classroom

Applying Google Classroom certainly is not easy for teachers who do not have the ability in the field of information technology. However, actually applying google classroom can be learned by observing the following steps (Fikri, 2020 : 25) :

a. Go to the Google website and then sign on the page google classroom.

b. Make sure you have a Google Apps for Education. Visit and sign classroom.google.com. Choose whether you are a lecturer or a student, then create or join the class.

c. If you're a Google Apps administrator, you can find more information about how to enable and disable services in Access to Classroom.

d. Lecturers can add students directly or share a code with their class to join. This means that the previous real lecturer in class (at school) has advised the students that lecturers will apply Google Classroom with the terms of each student must have a personal email using the full name of its owner (do not use a nickname/alias).

e. Lecturers give independent tasks or throw the discussion forum via an assignments page or discussion page then all class materials are automatically filed into folders in Google drive.

f. In addition to giving the task, lecturers can also convey announcements or information related to the subjects to be studied by students in a real class on the page. Students can ask the lecturer or the other students in the class associated with the information presented by the lecturer.

g. Students can keep track of what's due on the Assignments page collection, and begin working with just one click.

h. Lecturers can quickly see anyone who has not completed the task, as well as provide feedback and grades directly in the Classroom.

**2.2.6 Teaching Writing Using Google Classroom**

Google Classroom may still be unfamiliar for some people. Therefore, here is a guide line how to use Google Classroom properly for better understanding based on (Google, 2018).
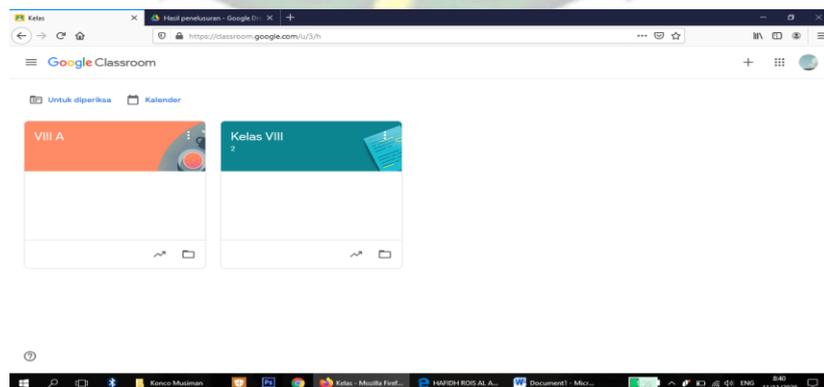
a) First, login using classroom.google.com and log in using Google Apps for Education account with institution e-mail address. To create the very first class, click on the "+" button next to the e-mail address.
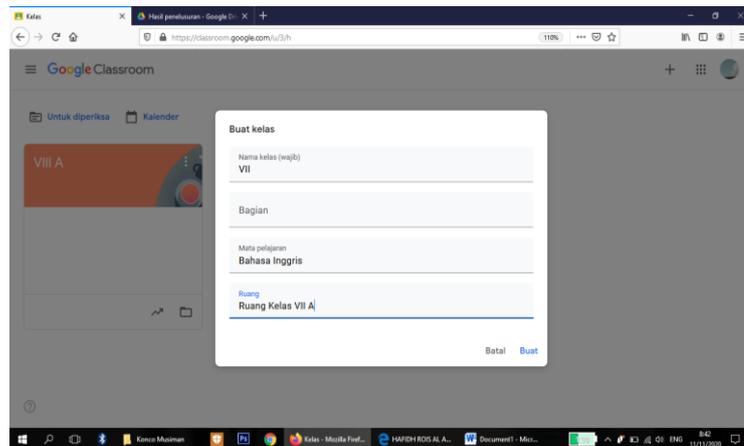
b) "Create class" will appear and then press on it.
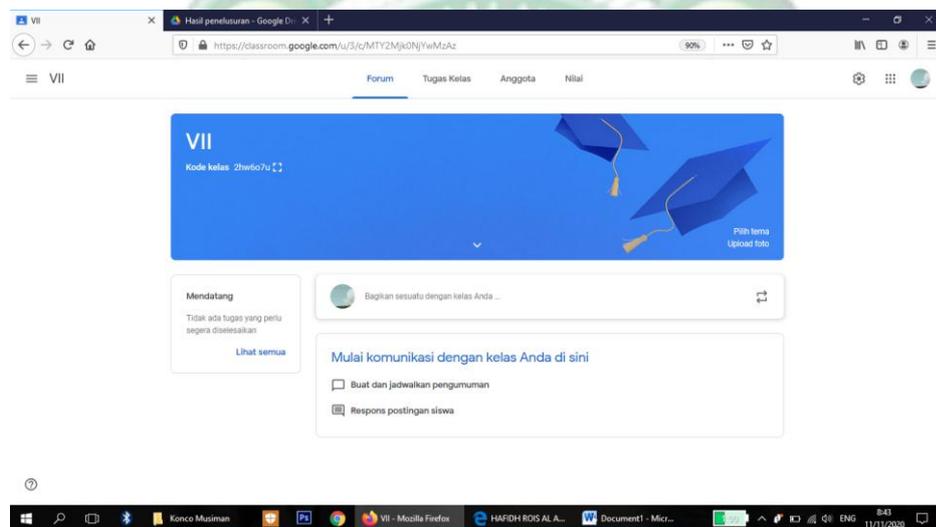
c) After that, add a class name. Teacher can add the details about the class, such as, description and instructions for students in the "about" tab, and also Google Drive folder for classroom materials and can attach outline course and lesson plan. Finally, the class is ready and students can freely join if they have institutional Google accounts and they should find class code in the "stream" tab. Students can be invited to class through the licensing database, through a personal code, or automatically transferring from the school

domain. Each class creates a separate folder in each Drive, where students can submit work for approval by a teacher.

2.2.7   Advantages and disadvantages of Google Classroom

Advantages of Google Classroom based on Harjanto & Sumarni, (2019 : 173) cites in Mafa, (2018) states the benefits of using Google Classroom to support the learning process are:

1) Classroom management

Google Classroom empowers teachers' authority to simply create and post content materials for students. The material itself can be in a form of documents, pictures, audios, file attachments and even videos. It also provides discussion board where students may discuss or interact with each other easily. It also empowers other features such as announcements, upcoming task, datelines, and feedback, so students are able to manage their own independent learning.

2) Flexibility

Students and teachers may access all the features of Google Classroom in any forms of gadgets, such as personal computer or smartphone. Accessing Google Classroom is very simple. It is integrated with gmail account which connects everything to it.

3) Safety and security

Students can enroll the class by entering the class code or based on teacher's invitation through e-mail. It means, it is restricted to certain people only and that no interlopers or unapproved groups or classes may have the access.

4) Promote collaboration

Students can interact with others on the discussion board which encourages them to have better collaboration. They can discuss the task or project through online. Besides, teacher may invite students and parents or guardian to get involved in the class. It means they can track the progress of their children at any time. They can easily get informed of any announcements and/or otherwise questions in the class stream.

The Disadvantages of Google Classroom based on Setyoko, (2018:9) as the following:

1. The amount of online media that requires supporting facilities and infrastructure.
2. Uneven facilities owned by students such as android, computers and internet access.
3. Lack of knowledge or technology stutter.

From the explanation above, there are advantages and disadvantages of using Google Classroom in teaching learning process. Using Google Classroom is useful for teachers, students, and parents. Teachers can share the material everywhere and every time. Teachers can also give a quiz or assignment to students if teachers cannot attend in classroom.

Students can do it online in everywhere and every time while parents can control the children's activities. Besides it, Google Classroom will be difficult to be accessed when teachers, students, and parents having limited signal.