

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Social restriction is urgently to recovery due to the COVID-19 pandemic. The restriction is important to build in all social life, including in the field of education. The social restriction in education life is important to avoid the spreading of COVID-19. To support this policy of teaching process, the government instructs to use online learning for all education level in Indonesia, including in Vocational High School.

Fry (2001) stated that the online learning is the adoption of internet and some other important technologies to advance material for educational purposes, instructional delivery and management of program. In detail, there are 2 types in online learning. The first, is online learning use direct application and the second, use indirect application. This idea is also support by (Hrastinski, 2008). He stated that there are 2 types of online learning, namely synchronous and asynchronous online learning. The first, synchronous online learning is use direct online learning is use direct online communication by using media such as video call or text chat. The second, asynchronous online learning is use indirect online communication by using media such as Email and reading or writing documents online via the World Wide Web.

Google Classroom is an online learning platforms, namely synchronous and asynchronous patterns. That is because online learning by using of Google Classroom can be carried out by direct and indirect, communication students between teachers. According to Basher (2017) the Google Classroom application depends on Google Document and cloud storage and Gmail, Email service in order to accomplish the required functions, research and follow up of the students, on the other hand the service also provide tools for teacher continues to allow them to publish the assignments, questionnaires, and tests for students and get answers to them real time. The use of Google Classroom is flexible because it complemented anywhere and anytime but users need internet connection.

Google Classroom is new tool which is introduced in Google Apps for Education in 2004. This Classroom facilities the teachers to create and organize assignment quickly, to provide feedback efficiently, and to communicate with their classes (Shaharane, Jamil & Rodzi, 2016). By using of Google Classroom, the students can develop a creative paragraph writing. They are have skill to create the sentences with the correct spelling and punctuation. They are develop and organize the ideas in order developing the paragraph. Besides that, Google Classroom helps the students to improve the vocabulary and the understanding of grammar. Shortly, Google Classroom give support to develop the students' writing skill.

The aspect of the students' paragraph writing refers to the intensity to which students writing meet the admissible characteristics of a good writing in term of content, organization, vocabulary, language use, and grammar. Urquhart & McIver (2005) described that writing helps students and to share what they think. Besides that, the teachers can identify students' ability by using language in their writing activities. It is because writing not only deal with a list of vocabularies and the knowledge of grammar, but also the ability to organize thought into series of the paragraph. Those activities can be very helpful for the students to improve their writing skill. The students can also discuss their writing material by using Google Classroom. In this case, they can share their comment or feedback about writing material discussed. As the result Google Classroom can enrich the idea vocabulary, checking the spelling and develop their writing better. Google Classroom as one of online learning really helpful to develop the students' writing activity.

This thesis wants to describe the students' perception on the using of Google Classroom for writing skill at Vocational High School. As maintained by Mirazna & Hikmah (2019), perceptions is the process of interpreting and recognizing sensory stimulation. Perceptions also include how to respond to the information something meaningful. Lindsay & Norman (2013) stated that perceptions is the process which organism interpret and regulate sensations to produce a meaningful word experiences. In other words, perceptions is the way people think and respect something. It means, everyone has a different

perceptions. Perceptions can also be described as the way people notice or understand something using feelings. According to Ronald (2008) states that perceptions is an important process that covers the selection, organization, and interpretation of sensory data which help other people define their world and influence their behaviour. This study is focused a students' perception using Google Classroom as online learning platform.

According to Ballance (2020), in his previous research "Google Classroom is available method of delivering educational content to a widely distributed audience". It means, the material which was given by the teacher in Google Classroom, students in Google Classroom can view material, after that the teacher facilitates to short discussion on the comment board and students can provide feedback from their other comments. Through this method, Google Classroom is available method of delivering educational content to a widely distributed audience. The results of other study, conducted by Medha (2020) "Google Classroom is extremely useful in assignment submission and collaborative learning" in other hand, Google Classroom is a tool that is efficient, easy to use, helps students and teacher organize assignment, increase collaboration, and foster better communication.

Therefore this thesis intends to describe students' perception on the using of Google Classroom for writing skill at Vocational High School. The results of

this thesis is very important to describe the students' perception on the using of Google Classroom for writing skill at Vocational High School.

1.2 Research Problem

How are students' perception on the using of Google Classroom for writing skill?

1.3 Purpose of the Study

The main purpose of the thesis is to find the students' perception on the using of Google Classroom for their writing skill at Vocational High School.

1.4 Significance of the Study

This thesis give some useful information about students' perception on the using of Google Classroom for writing skill. This thesis is present the description students' on the using of Google Classroom for writing skill at Vocational High School in South Kalimantan, Indonesia. Hopefully, the result of this thesis is useful for writer, students, teachers, and readers. The result will be used for the following:

1.4.1 The writer

By conducting the thesis, the writer hopes and get more information to identify the students' problem on the using Google Classroom for writing

skill at Vocational High School in South Kalimantan, Indonesia. Besides that, the writer gets new experience and knowledge for the future of her life.

1.4.2 The students

By practicing Google Classroom for writing skill, it can develop the students' writing skill at Vocational High School in South Kalimantan, Indonesia.

1.4.3 The teachers

The English teachers use the results of the thesis as a feedback on writing activities. So, the objectives of writing in English class can be achieved.

1.4.4 The readers

The readers find of Google Classroom for writing activities in order to increase their writing skill at Vocational High School.

1.5 Definition of Key Terms

1.5.1 Perception

The people certainly have a fact or perceptions after used something. Definitely, everyone has a different perception.

1.5.2 Google Classroom

Google Classroom is an application created by Google that aims to help teachers and students organize classes when COVID-19 pandemic takes place.

1.5.3 Writing skill

Writing skill are included in the group productive skills, focus on developing students in making written work, and able to communicate well using a particular language.