

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

In this chapter, the researcher attempts to explain the theoretical foundation are includes definitions of online learning, Google Classroom, and writing skill.

#### **2.1 Review of Related Theorist**

##### **2.1.1 Online learning**

During a pandemic using online learning can be easier for students and teachers to realize learning from home. The users of online learning can access their learning everywhere and over time. The things that they must prepare are the gadget and internet connection to join in online learning. Mukucha (2020) stated that online learning refers to electronically mediated learning including the use of computers, devices and gadgets. Through online learning to make easier to be accessed.

Students and teachers must have a connection internet to access material in online learning. Besides that, Mallillin, Carag, Mallillin & Laurel (2020) stated online classes are lessons many advantages. Furthermore, by Keengwe & Kidd (2010) explained that online learning is focused not only on the online contexts, but also includes a full range of computer based learning platforms and delivery methods, genres, formats, and media such as multimedia, educational programming, simulations, games and the use of new media on fixed and mobile platforms across all discipline areas.

### **2.1.2 Google Classroom**

Students and teacher need an application to help realize learning activities in online learning. Google Classroom is helps teacher and students to realize when the COVID-19 pandemic takes place. Google Classroom combines other utilities for creation, communication, and scheduling of the teaching content or assessments like for creation we have Google Docs, Google Slides, Google Sheets and Google Forms. For communication we can use Google Email, hangouts, and sites, for scheduling we have Google Calendar. Google Classroom is available at Android as well as IOS devices and hence it gives the freedom of operating or being a part of the Classroom anywhere and anytime in the world.

### **2.1.3 Writing skill**

In general, learning English has 4 skills, namely; speaking, listening, writing, and reading. Writing skill is one of skills in English. English language abilities divides into two group namely receptive skills and productive skills (Lotherington, 2004). 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. Writing skill must comprehensively, it can be facilitated by giving some writing is communicative skill achievement. In the writing skill have component to recognize writing.

As claimed by Harris (1969) component that should be recognized by language in learning writing, namely grammar and vocabulary. Grammar which is the rule in language for constructing and combining sentences and vocabulary is the basic knowledge to be owned by language learners. The students many difficulties is expressing their ideas due to lack of vocabulary and inability to write with the right grammar. According to Douglas & Frazier (2001), the difficulties in writing as the lazy to write, write very little, never complete a piece of writing, poor spelling disorganized and repetitive writing, poor punctuation, disability reading what was written, and poor handwriting. In addition, according to Burns (2009) there are 2 factors that cause a barrier of the writers, namely: 1).They do not have the writing habit. 2).They are not good in language skills. It means, to be a good writing must have writing habits and good in language skills.

## **2.2 Review of Previous Research**

In this chapter, the researcher presents the information about previous study relate to this thesis. They discussed of Google Classroom for writing. The first, as claimed by Mulyani (2016) research entitle “Students and Motivation Toward English E-Learning during COVID-19 Pandemic (A Study at Tenth Grades at SMAN 1 Suruh in The Academic Year of 2019/2020)”. Participants in this study involved 134 students. The first perception is the positive perception of through e-learning students can be more independent to learn so that they do not depend on the teacher, time and place to learn can also be flexible anytime and

anywhere, but in this context they must remain at home because of the regulations of government during the pandemic. The second perception is negative perception, students said that learning English through e-learning during the COVID-19 pandemic was quite difficult, as the material delivered by the teacher was not well received and lack of question and answer interactions during online learning resulted in students not understanding.

The second, based on Janah & Yuniarti (2019) research entitle “Google Classroom on Students’ Writing Learning Process”. Participant of study involved 38 students. The data analysis on students’ motivation and students’ perception to use of Google Classroom on learning writing showed the students interest of learning. Google Classroom are could encourage them to write, and help them to improve their writing ability. So, Google Classroom is good for writing ability, because in Google Classroom have many features to improve writing, for example is available Google Document to students make an assignment and available to can give comment on peers’. Through it students can improve writing skill ability.

The third, according to Ratnaningsih (2019) research entitle “The Use of Google Classroom Application for Writing and Speaking in English Education Class”. Participants in this study involved 5 students. Google Classroom application is beneficial to enhance writing and speaking skill, it can be concluded that Google Classroom increase the participants to be more practical, independent learning,

easy to use for video and audio assignments. So, Google Classroom have many features to increase writing skill including writing assignment in Google Docs, students can give comment on writing assignment, could learn the spelling of world in the writing.

Based on the previous research described above, this thesis only focused on the students' perception on the using of Google Classroom for writing skill at Vocational High School. The subject of this study is the students' Vocational High School in South Kalimantan, Indonesia. Thus, it is clear this thesis is different from those previous research.