CHAPTER I
INTRODUCTION

A. The Background of The Study

Covid-19 outbreak presents its challenges for educational institutions. To fight Covid-19, Government has forbidden crowding, social distancing, and physical distancing, wear masks and always wash hands. Through the Ministry of Education and Culture, the government has banned schools for carry out face-to-face (conventional) in teaching learning and order to organizing or learning online. This rule applies to schools such as elementary, junior high, high school levels, and university. The spread of Covid-19 has forced the learning process to move into the online learning process. The schools are closed until further notice and adapt to a new way of learning. The learning during this pandemic has changed from face-to-face learning to online learning, which is learning process based technology and application.

Online learning encompasses a range of technologies such as the World Wide Web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. Teachers are required to be able to use technology or application that supports the learning process which can make easier to achieve learning goals. In this Covid-19 pandemic situation, application of Google Classroom can support online learning. Negara (2018) states that the application of Google Classroom is a paperless online application promoted by Google for schools that assists teachers in sorting, creating, and valuing tasks. It means Google Classroom is a media of teaching learning process

in long distanceGoogle Classroom is a Google-provided virtual classroom. It is the responsibility of academic institutions to develop blended learning in order to simplify, create, deliver, and grade paperless assignments. As a result, teachers can interact with students online to provide materials, discuss any topic, and submit assignments. By using Google Classroom, teachers can encourage students to learn subjects more creatively. Permadi (2020) states that Google Classroom can be a teacher's facilitation in carrying out the learning activities. It means that Google Classroom facilitates teachers in their teaching learning process.

Teaching English in the form of descriptive text at the Covid-19 pandemic situation using Google Classroom assists teachers in supporting their possible method of teaching-learning. According to Jethro, Grace, and Thomas (2012), teachers must understand technology in order to support teachers online. Teachers must have a technical background in order to use new technology that can be delivered in teaching online both effectively and efficiently. It means that using Google Classroom improves the effectiveness and efficiency of teaching descriptive text. However, most students still found it difficult to write descriptive text. Based on the students' interview, their difficult to write descriptive text even though they used Google Classroom, because of the students' unready toward the new technology of Google Classroom as their media of teaching-learning process, where the students were placed as independent learners.

When teaching English writing, teacher must be able to uncover effective ways of teaching to students as independent students. Stoten (2014) describes the impact of independent learning for the students is focussed on attitudes and

behaviours. That is why in teaching writing, teachers need to give students great motivation to support their students' learning process.

When the pre-observation was done in SMP Swabina Karya Medan, teaching writing descriptive text by Google Classroom cannot give enough contribution for the students because they felt hard to obtain ideas, imagination, creativity, and innovation in order to describe and tell some information with their own words. When the questionnaire sheet was shared for the students, it can be understood the students' difficulty in obtaining ideas, imagination, creativity, and innovation in their writing papers. It was caused by their lack of motivation. As the result, most of them did not give their attention to teaching and learning writing descriptive text process. There were only 25% students gave their assignment and 30 % reached the Minimum Completeness Criteria score (KKM).

Some researchers who give inspiration toward motivation for E-learning such as Yandi (2021) who describes the important thing of motivation in online English learning by a thesis entitled *Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at MTSN 6 Tanah Datar.* In his study, he described the students' motivation in online English learning at MTsN 6 Tanah Datar. In his research, he describes that there were several strategies used by English teachers in increasing student motivation in learning English online. Those strategies include: giving video material, accepting students' assignment anytime, giving concise and dense material, using learning games, giving praise/ reward, and evaluating learning process.

Ambarwati and Mandasari (2021) exposed their analyzing of motivation entitled *Students' Motivation in Using Google Classroom in Learning English During Covid-19 Pandemic at SMAN 1 Sukoharjo*. They exposed the student motivation's grades since using Google Classroom in learning English during the Covid-19 pandemic at SMA N 1 Sukoharjo in the academic year 2020/2021. They explained that motivation is used in learning process, especially in using Google Classroom. The teachers give motivation for their students to make the subject interested and wishes to take English classes.

Based on the result of study from two researchers who analyzed the interesting motivation for students' e-learning and Google Classroom, it can be explained motivation has a role in teaching learning English. In this case, teaching writing because of the Covid 19 pandemic situation requires more motivation in learning and encouraging students to develop learning goals based on their personal learning strengths and become self-disciplined learners. Encouraging them to make a commitment to themselves to begin working toward their goals. Assist them in reaffirming their commitment to self-organization, time management, and limiting time-wasting distractions. Assist students in learning to define themselves as people who commit to and achieve their goals on a consistent basis. Motivation is required when using Google Classroom to support teaching English writing, particularly when writing descriptive text

In relation to the explanation previously, the researcher is interested in discussing the implementation of Google Classroom in Teaching English Writing Descriptive Text for Grade Seven Junior High School.

B. The Problem of the Study

As mentioned previously, the study's problem can be written in the form of a question: "How can the use of Google Classroom improve students' writing ability in Descriptive text at grade *seven Junior High School of SMP Swa Bina Karya Medan?"*

C. The Objective of the Study

The goal of this study is to describe how the use of Google Classroom can improve students' writing ability in descriptive text at grade seven Junior High School Swa Bina Karya Medan .

D. The Scope of the Study

The limitation of implementation of Google Classroom in teaching writing descriptive text for the Grade Seven Junior High School. In this study, teaching writing descriptive text is used by motivation.

E. The Significances of the Study

The results are expected to share information the implementation of Google Classroom for teaching in writing descriptive text reflected on students' motivation. This research finding consists theoretical and practical significance.

1. Theoretically, the research findings are useful for enlarging the knowledge toward Google Classroom implication studied particularly for teaching in writing descriptive text which can support teacher and students since covid-19 pandemic situation. This study make the independent learners.

2. Practically, the research findings are useful for:

a. Students who want to improve their writing descriptive text's achievement through implementation of Google Classroom by having motivation to obtain ideas, imagination, creativity, and innovation in their writing.

b. English teachers who want encourage their students develop the objective of learning to be strength their personal learning and become self-disciplined learners since teaching writing descriptive text by implementing Google Classroom.

c. School who wants to realize the goal of national education through implementation of Google Classroom since covid-19 pandemic situation.

d. Other researches who want to use this research for the reference in further research.