

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

The Covid-19 has affected many sectors as well as education. The government announced a policy that schools must be closed temporarily. Education that must be continued requires student not to study as usual. Normally, Learning is doing by face-to-face but now learning process became learning from a distance or home-based learning. Some schools use tools to continue learning by using electronic-based learning. In other words, teachers and students must use the telephone, internet, E-learning platform, application or website in teaching and learning process.

E-learning is a popular forum that promoting education especially in nowadays learning. According to Henry (2001), The educational have admitted that E-learning has potential to change individuals, skills, knowledge, and performance. In addition, students can independently access teaching materials or organized assignments without being constrained by time and distance. As the recent educational conditions, the teachers around the world develop active learning experiences by E-learning platforms. E-learning platforms can facilitate the learning method from traditional instructor-centered into a learner-centered model that establish the learner able to control their own learning (Haidar,2008)

There are many kinds of E-learning platforms used in learning process, such as Google Classroom. Google Classroom is a free platform that allows student and teacher to collaborate on assignments in an online classroom (Beal, 2017). Moreover, Google Classroom can make the learning process to be independent, thus students are demanded in learning, seeking, giving opinions, and collecting assignments independently.

Google Classroom is one of the E-learning media platforms specifically designed to simplify students to learn and be able to follow the technological era. In addition, Google Classroom facilitates classroom communication, making it easy for teachers to announce and give questions to students in the online classroom. So, there is feedback between the teacher and the students to make the process of learning to be effective. The teacher can also use several features to encourage the students' learning such as Google Mails, Google Docs, Google Drive, etc.

The existence of Google Classroom is a new educational media, especially in English teaching. The purpose of teaching English is to improve students' language skills of four skills, namely listening, speaking, reading, and writing. Those skills are interrelated and cannot be independent. Therefore, learners need to master all of the four skills. But the researcher will take the writing skills as an object in this study.

Writing is one of four language skills that should be controlled by the students. The purpose of the activity is to convey a message from the writer to the reader. Writing is more difficult and complicated than other skills because

there are many aspects of writing that must be learned, such as capitalization, punctuation marks, pronunciation, grammar, and writing organization. Furthermore, students should be able to combine grammatical words and sentences to make a good writing.

In the school-based curriculum (2013), English teaching at senior high school is targeted to establish the functional level of literacy. Students should be able to communicate orally or in written form. In writing skills, students are required to be able to express the meaning of functional texts and simple article in descriptive, narrative, procedural and reporting forms.

In tenth grade students, descriptive text become one of genres that learned by the students. A descriptive text describes the characteristics of an individual or an object. The aim of descriptive text is to explain a specific person, location, or thing. In the teaching process, teacher can use media for teaching descriptive text, such as using video, audio, or picture to improve writing students.

There are some problems that made the students lack in writing. The first is students lack ideas and vocabulary. With this lack, they could not express their ideas in the paragraph. The way teacher in teaching is needed to make students' vocabulary increase in writing. The second is some students had less interest in writing by using pen. Based on interviewed the students, the students preferred writing on a computer or smartphone because it enabled them to express their imagination without getting their paper dirty students were able to remove offensive phrases without the use of an eraser. As a result, the teacher

must employ some technology or E-learning tool to help in their learning process.

Another problem that might also occur when writing is the limit of time. On students' sides, they need more time to develop ideas, finding the proper vocabulary, and developing the structure as well. On the other sides, teachers also spend a lot of time checking and giving feedback on the writing task that done by the students. Therefore, using Google Classroom as an E-learning platform will encourage the students active and comfortable in a writing activity.

Based on pre-observation at MAN 1 Medan, the school has implemented Google Classroom as an E-learning platform for process teaching learning process. The researcher interest in doing this research because of the phenomena that happened in MAN 1 Medan where the students were less motivation writing activity of English learning. In addition, the situation of pandemic that must students learn using technology. As a result, Google Classroom could be one of the strategies for teachers to use in self-study or individualized learning.

The focuses of this study is how the implementation of Google Classroom in the learning process, especially in teaching writing descriptive text. Considering the background above, the researcher is intended to conduct research entitled "The Implementation of Google Classroom as E-Learning Platform in Teaching Writing Descriptive Text at Grade Tenth in Man 1 Medan"

## **B. The Problems of the Study**

Here are the identification problems of this research based on the background above:

1. How is the implementation of Google Classroom in teaching writing the descriptive text?
2. What are students' perceptions on the Implementation of Google Classroom as E-learning platform in teaching writing descriptive text?

## **C. The Objective of the Study**

Based on the problem of study, the objectives of the study are:

1. To analyze the implementation of Google Classroom in teaching writing descriptive text.
2. To describe students' perceptions on the Implementation of Google Classroom in teaching writing descriptive text

## **D. The Scope of the Study**

The study will focus on the implementation of Google Classroom in teaching writing descriptive text according to the five stages of Gilly Salmon's.

In addition, the researcher will describe students' perceptions of their experiences on the implementation of Google Classroom based on Technology Acceptance Model (TAM) is created by Davis and was adapted the questionnaire from Sung Mi Song.

### **E. The Significances of the Study**

The findings of the study is dedicated to give a theoretical and practical contribution, as follows:

Theoretically, this study will contribute some new ideas and knowledge to the area of E-learning platforms. The study is also expected to provide useful information for English teachers' writing teaching, especially the writing of descriptive text.

Practically, the writer expects the findings of the study give some benefits for teachers and students at Man 1 Medan. For instance, it could encourage and increase their enthusiasm for learning and producing writing, especially descriptive writing. Furthermore, using Google Classroom can assist teachers in easily achieving the learning objectives. On the other hand, the findings are helpful for researchers who want to operate research in this area. It also suggests this study could be the source of the theories to support the study.

