CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is complicated skill for learners in all of level. Writing is the most difficult skill for L2 learners (which is the process by which people learn a second language). Second-language acquisition is also the scientific discipline devoted to studying that process. The field of second-language acquisition is a subdiscipline of applied-linguistic but also receives research attention from a variety of other disciplines, such as psychology and education. Writing is a hard skill for L2 learner to master. The difficulty of writing is not only in generating and organizing ideas, but also in translating these ideas into readable text.[1] Although writing is difficult to learn, but in fact writing needed to learn second language. Writing can help the student to learn, the firstwriting helps the students to reinforce the grammatical structures, idioms, and vocabulary that we have been teaching our students. The second students can chance to be adventurous with the language. And the last when the students write, they necessarily become very involved, with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.[2]

Writing skill is important and must be learned. In fact, the basic skill is not easy to be mastered well, especially for English students in learning English as foreign language. Writing is complex and difficult skill. In order to write well,

---

[1]Richards Jack C and Renandya willy A . 2002 .*Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University Press. p : 303

[2]Raimes, Ann. 1983. *Techniques in TeachingWriting*. Oxford University Press. p : 3

students have to master the vocabulary, sentence structure and one should be aware of the conventions, punctuations, and spelling.[3] Writing is very needed to fulfill four skill of English language. Writing process is more complex than this of course, and the various stages of drafting, structuring, reviewing, focusing, and generating ideas and evaluation. Writing is also an instrument for communication and sharing with others.[4]

Teaching writing is a process as a base of writing skill. Teaching writing is process to help student understand that writing is a social action and that they work inherently is intended for others to read.[5] Teaching writing would include writing strategies, defined as methods of imparting necessary knowledge of the conventions of written discourse and the basics of grammar and syntax through various pedagogical methods.[6] Ultimately, teaching writing means guiding students toward achieving their highest potential in communicating in words.

For second language, foreign language or even first language teaching writing is not easy. It should be noted that to make students used to write and produce a good result of writing; teachers cannot show it up in a short period. It needs process in which a learner will learn to think about the topic, bridging their experiences, making outline, setting main idea, developing sentences into a good paragraph, unite paragraphs into a readable text, until they come to a final version

---

[3]Saraswathi. 2005 .*Englih Language Testing : Principles and Practice.* Hyderabad. Orient Longman Private Limited.

[4]Harmer, Jeremy. 2001. *The Practice of Englih Language Teaching*, 3rd Edition Longman. p : 258

[5]Williams, James D. 2013. *Preparing To Teach Writing Research, Theory, and Practice Third Edition*. London : Lawrence Erlbaum Associates. p : 119

[6]Monaghan, Connie. 2007. *Strategies ForTeaching Writing.* The Evergreen State College. p : 4

of their writing. That is why when students learn to write, in the same time, they also learn to think. According with this, Tchudi and Yates state that learning to write involves learning to think, and writing is unique in allowing students not only to think, but to display the products of their thinking in a form that invites further contemplation.[7] Based on the explanation above teaching writing does not only focus on how to write, but also concerns how to maximize the brain capacity to think. It will helps students to get used to use their thoughts.

In this research the researcher focuses on writing, because writing is the most difficult to teach. It is not easy to practice because the students have to produce language by themselves as a form of productive skill. Media are used in teaching writing process. Thus, the teachers should have a good media to make it easy for the students to start learning writing in English. Based on the curriculum, for tenth grade of Senior High School, one basic competence is to have good ability in writing narrative text, the student have to able write text based on the material in narrative text. Based on the result of investigation to the tenth grade students at SMAN 1 SERANG, the teacher explained that teaching writing is very difficult. In a fact the students' writing ability was not satisfying, because there are some factors as like can not use grammatical correctly, have not enough vocabulary and they considered writing was boring and difficult. In addition the data above, the researcher also doing observation since the teacher teaching English, they have low motivation and are not interested in doing their assignment since the writing activities. Besides the reason above, usually the

---

[7]Tchudi,N.S.,Yates,J.(1983) *Teaching Writing in The Content Areas : Senior High School.* Washington, D.C : National Education Association.

students feel fed up with the media used in teaching writing process. Based on explanation above, the researcher concludes that the big problems is the students need effective media to help them in learn writing.

Media is important in process teaching learning by teacher in the classroom. Brown revealed that instructional media are utilized in learning activities will affect the effectiveness of learning.[8] The media is often used by teacher as learning tools to help students get the learning objective. There are several kinds of media that can be used to teach writing especially in teaching narrative text.

Nowadays, the process of teaching was not only by submitting the paper or the teacher make the questions on the paper then copy it into many papers by their own money and so on for evaluation or in the end of process of learning. Today, technology is potentially offering many opportunities to extend and expand distance learning in the higher education sector. Electronic conferencing, in particular, is seen as a technique which offers opportunities for course delivery and methods of interaction for learners. There are many applications than can decrease the cut down tree which can produce a paper. There are so many E-learning that can we use to increase the motivation of students and also they competency in many skills, especially in writing, because nowadays is a millennial era, where the internet is becoming common thing. We do not need to bring many books anywhere. We only bring one smart phone or one notebook, than we can know anything, we can do anything, and we can work for something.

---

[8]Brown, H. Douglas. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy, 2nd Ed*. New York : Addison Wesley Longman, Inc. p : 257

For the example when the lecturer give an assignment or the material. He can only upload it once and all of the students of his class will notice it all. The lecturer does not need wait until tomorrow to inform the task or the material that he will give only by using E-learning.

E-learning or Electronic Learning is a system or concept of education that utilizes information technology in teaching and learning. Learning is arranged with the aim of using an electronic or computer system so that it can support the learning process.[9] The distance learning process by combining principles in the learning process with technology.[10] The learning system used as a means for teaching and learning process carried out without having to face to face directly between teachers and students.[11] Electronic learning systems or e-learning (English: Electronic learning abbreviated E-learning) can be defined as a form of information technology that is applied in the field of education in the form of websites that can be accessed anywhere.[12]

There are many kinds of E-Learning, some of them are ;Edmodo, Moodle, Google Classroom, Wikispaces, Schoology, Openstudy, Quora etc. Electronic learning has the strengths. The strengths of E-learning are ; E-learning giving flexibility in choosing the time and place to access, E-learning providing an opportunity for learners to independently control the success of learning, and E-

[9]Allen, Michael. 2013. Michael Allen's Guide to E-learning. Canada : John Wiley & Sons.
[10]Chandrawati, Sri Rahayu. 2010. Pemanfaatan E-learning dalam Pembelajaran. No 2 Vol. 8. http://jurnal.untan.ac.id/
[11]Ardiansyah, Ivan. 2013. Eksplorasi Pola Komunikasi dalam Diskusi Menggunakan Moddle pada Perkuliahan Simulasi Pembelajaran Kimia, Universitas Pendidikan Indonesia, Bandung-Indonesia.
[12]Purbo, Onno W. 2002. Teknologi e-learning Berbasis PHP dan MySQL

learning providing cost efficiency for administrators, the efficiency of providing physical facilities and facilities for learning and cost efficiency for students.

In this study, the researcher want to use Google Classroom as the media for teaching narrative text that aims to improve student's writing skill.Based on the explanation above, the writer is interested in conducting a research, entitled : **"The Effectiveness of Google Classroom For Improving Student's Writing Skill On Narrative Text"**

B. Identification of the Problem

Based on the description above, the identification of the problems are as follow:

Teacher must be creative to improve student's writing skill, because writing is the hardest skill. When we write, we ought to master the vocabulary, grammar, syntax, and many other subjects that have we learned. Beside writing is hard to be mastered, teaching writing also make some students weary. It because, teacher must have many techniques to teach writing.

In this era, technology make teaching easier and fun. Many electronic learning that can we use to teach students, especially in learning writing. Some of them are Quizizz, Kahoot, Google Classroom, and so on.

C. Limitation of the Problem

Based on the problem above, the writer limits the problem from this research that concern about the effectiveness of Google Classroom for improving student's writing skill on narrative text, which is using Google Classroom as E-learning or media, and narrative writing skill which is used a folklore narrative

text and the place of this research at SMAN 1 Serang at grade X in class X Mipa 3 and X Mipa 5 both as the control and experiment class which is consisting 42 students in each class.

D. Statements of the Problem

Based on the background of the research above, the writer wants to determine and formulate the problem as follow:

1. How is the student's ability in writing narrative text before and after treatment ?

2. How is the students apply Google Classroom in studying narrative text writing ?

3. How is the effectiveness of Google Classroom in teaching narrative text writing ?

E. The Aims of The Research

According to the statement of the problem above, the writer formulated the aims of the research as follow:

1. To find out the student's ability in writing narrative text before treatment.

2. To find how the students apply Google Classroom in studying narrative text writing.

3. To find out the effectiveness of Google Classroom in teaching narrative text writing.

F. Significance Of The Research

The Significance of the research is:

1. The Researcher

    The researcher can give the new method to teach writing subject especially in narrative text. Furthermore, as the student in the university it was something that must be done for increasing the research in educational sectors for our nation.

2. Teacher

    Teacher can have the new method in teaching writing especially in narrative text, and hopefully this research can encourage the teacher in teaching every single thing.

3. Student

    The student can learn effectively by using e-learning because they are not only use the internet to play the game but also to fulfill their assignment in the class.

G. Hypothesis

In this research, the researcher puts forward the statistical hypothesis as follow:

H_0 : $\mu = 0$

H_1 : $\mu \neq 0$

Explanation:

H_0 :There is no effectiveness of applying Google Classroom in improving students' writing skill on narrative text

H_1 :There is effectiveness of applying Google Classroom in improving students' writing skill on narrative text

H. Previous Study

In this research, the researcher summarizes some relevant previous studies from papers and journals.

The first journal is from Refika Andriyani and Devy Wahyuni : Improving Students' Writing Skill in Narrative Text by Using Storybird at Grade X Teknik Komputer Jaringan 1 of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang.[13] This research was aimed at improving writing skill in narrative texts by using storybird for Grade X Teknik Komputer Jaringan 1 students of SMK Yayasan Pendidikan Persada Indah (YPPI) Tualang, Kabupaten Siak in the academic year of 2017/2018. This particular research was categorized as an action research. The actions were implemented in two cycles based on the class schedule. The researcher worked collaboratively with the English teacher, as the collaborator and the students.

Based on the quantitative data, the students' based score was 71.70 and increased into 72.30 in the test of Cycle I and became 85.30 in the test of Cycle II. Then, the gain score was 13 points. There were several factors that influence the improvement, such as the students' interest with social media like storybird. They enjoyed writing narrative text in storybird and being more creative. Besides, teaching writing narrative texts using storybird could attract students' attention and motivation. The students became more enthusiastic in writing after using storybird in the class. It indicated that the students made a considerable improvement in writing narrative texts.

---

[13]Refika, A., & Devi, W. (2018). Improving students' writing skill in narrative text by using storybird. *ELT-Lectura*, 5(1), 78-85.

Then, the second journal is from Izwan Nizal, et al entitle "Google Classroom as a Tool for Active learning".[14] In response to the changes of the world which is developed by new technologies and manipulating new ideas and concepts of online education are changing rapidly, many states, institutions, and organizations have been working on strategic plans to implement online education. At the same time, misconceptions and myths related to the difficulty of teaching and learning online, technologies available to support online instruction, the support and compensation needed for high-quality instructors, and the needs of online students create challenges for such vision statements and planning documents. This paper provides analysis and evaluation of the effectiveness of Google Classroom's active learning activities for data mining subject under the Decision Sciences program. Technology Acceptance Model (TAM) has been employed to measure the effectiveness of the learning activities. A total of 100 valid unduplicated responses from students who enrolled data mining subject were used in this study. The results indicated that majority of the students satisfy with the Google Classroom's tool that were introduced in the class. Results of data analyzed showed that all ratios are above averages. In particular, comparative performance is good in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards the Google Classroom's active learning activities.

---

[14]Shaharanee, I. N. M., Jamil, J. M., & Rodzi, S. S. M. (2016, August). Google classroom as a tool for active learning. In *AIP Conference Proceedings* (Vol. 1761, No. 1, p. 020069). AIP Publishing LLC.

The third journal is from Rahmi Ramadhani et al., entitle "The Effect of Flipped-Problem Based Learning Model Integrated with LMS-Google Classroom for Senior High School Students"[15] The purpose of this study was to determine the effect of using the LMS-Google Classroom-based Flipped-Problem Based Learning Model (FPBLM) in the process of learning mathematics in high schools in Medan, North Sumatra, Indonesia. In this study also saw the interaction between the level of Prior Mathematics Ability (PMA) of students with the application of flipped-problem based learning models based on LMS-Google Classroom. PMA students consist of high, medium and low levels This research is quasi-experiment research with pre-test post-test control group design. The sample in this study was the second level high school students from two schools totaling 62 people. Two-way ANOVA Test and Post Hoc-LSD Test was used. Based on the analysis test, it was found that the average mathematics learning outcomes of students taught using the FPBLM based on Google Classroom LMS experienced a significant increase compared to conventional learning. The results of the questionnaire in learning also obtained results that students at the second level of high school felt enthusiastic, motivated and eager to take part in learning in the classroom. Digital-based learning with the model of FPBLM on LMS-Google Classroom provides a new experience for second-level students in High School in participating in mathematics learning both in class and outside the classroom.

---

[15]Ramadhani, R., Umam, R., Abdurrahman, A., & Syazali, M. (2019). The effect of flipped-problem based learning model integrated with LMS-google classroom for senior high school students. *Journal for the Education of Gifted Young Scientists*, *7*(2), 137-158.

The last journal is from Randy Joy Magno et al., which the title is "Usability Evaluation of Google Classroom : Basis for The Adaptation of G-Suite E-Learning Platform"[16] This journal tell that there are several LMS (Learning Management Systems) available. One of the new tool available was released by Google under GSuite. Pangasinan State University is currently subscribed to GSuite for Education, and recently Google introduces Classroom as an eLearning platform for an educational institution. This research aims to evaluate the new product, its functionalities for the purpose of adapting and deployment. The main objective of this paper is to identify the usability and evaluation of the Learning Management System (LMS) Google Classroom, its functionalities, features, and satisfaction level of the students. Based on the result, the respondents agreed that GSuite classroom is recommended. The result of this study will be the proposed e-learning platform for Pangasinan State University, Lingayen Campus initially need in the College of Hospitality Management, Business and Public Administration.

Based on previous study above, the researcher sum up that all of researches are very useful for teachers to take social media as like story bird as the first journal states, and Google Classroom to make learning more active as the second journal states, use Google Classroom in learning math as the third journal states, then in the last journal we found the benefit of Google Classroom as E-learning. In this condition the researcher find the weakness of first journal which

[16]Ventayen, R. J. M., Estira, K. L. A., De Guzman, M. J., Cabaluna, C. M., & Espinosa, N. N. (2018). Usability evaluation of google classroom: Basis for the adaptation of gsuite e-learning platform. *Asia Pacific Journal of Education, Arts and Sciences*, 5(1), 47-51.

is using story bird to improve narrative writing skill of students that story bird is a social media and can make the teacher confused to take the score and also to evaluate the students' ability in writing. Beside, in the second journal the researcher find that research has no specifically skill that can be more active in learning by using Google classroom. As in the third journal the researcher found that research is aim to know the effect of use Google Classroom in studying math and make the researcher want to research about the effectiveness of Google Classroom in teaching English writing, so in the fourth journal the researcher find many benefits of Google Classroom so that, the researcher want to offer other technique to improve student's writing skill by using E-learning which is Google Classroom especially in teaching narrative text.

I.   The Organization of Writing

The researcher is arranged this paper into five chapter:

The first chapter is introduction consist of background of the research, the identification of the problem, the limitation of the problem, the statements of the problem, the aims of the research, the significance of the research, hypothesis, previous study and organization of the writing.

The second chapter is theoretical of frame work which consist The Effectiveness of Google Classroom in Improving Student's Writing Skill on Narrative Text.

The third chapter is research of methodology it consist of method of the research, the place and time of research, population and sample, instrument, and technique of data collection.

The fourth chapter is result of the research; description of collecting data and computing the data, t-Test, classification of data, analysis and interpretation of data.

The fifth chapter is conclusion and suggestion which consist of conclusion and suggestion.