

CHAPTER I

INTRODUCTION

A. Background of Study

In globalization period, understudies are needed to dominate three key abilities for the 21st century. They are: 1) essential proficiency; 2) abilities; and 3) character characteristics. The first is fundamental education. It alludes to how understudies apply center abilities to ordinary undertakings. Basic education comprises of a) essential proficiency (perusing and composing); b) numeracy; c) logical education; d) ICT proficiency; e) monetary proficiency; and f) social and city education. The second is abilities which alludes to how understudies approach complex difficulties. A few skills that ought to be dominated are a) basic reasoning/critical thinking; b) innovativeness; c) correspondence; and d) joint effort. The latter is character characteristics. In this investigation, characters allude to how understudies approach their evolving climate. These characters are a) oddity; b) drive; c) constancy; d) flexibility; e) initiative; and f) social and social climate.¹ In light of the clarification above, we can induce that capacity to dominate fundamental proficiency and relational abilities become one of variables which decide somebody

¹ Trilling, B. and Fadel, C, *21st century skills: learning for life in aou times*, (San Fransisco: Jossey- Bass, 2009), 3.

accomplishment in the 21st century. Notwithstanding, to work with understudies to have great fundamental proficiency and sufficient relational abilities (either spoken or composed) are difficult errands. As matter of realities, a few understudies actually deal with numerous issues in learning language particularly composing.

Writing as one of the language skills is very important for some reasons. The first reason is that writing is important for senior high school students to communicate or share information and idea such as to write letter or to describe something. Secondly, writing helps the students to prepare the global competition for their future, for example to get a job in a foreign country. Furthermore, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It may well provoke language development of the students because they think as they write. Though writing is important for students, it is not an easy skill to master. Richard and Renadya state that “writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text.”² That statement is also supported by the Standard of Competency and Basic Competence of curriculum 2006 of English learning. According to the curriculum, the writing skill is placed in the last

² Jack C Richards, Willy A Renandya, *Methodology in Language Teaching an Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), 303.

part after three skills namely listening, speaking, and reading. It can be said that the learners have to apply everything that they have got in the three stages before. So, writing cannot be learnt spontaneously. One scope of English learning at senior high schools is that students can understand and produce a short functional text and short essays in the form of certain text types. They are procedure, descriptive, persuasive, narrative, report, explanation.³ But this research will be focus on Explanation text in Senior High School. Explanation text is one of the texts which are taught in SMAN 2 Pandeglang.

Law state that “Explanations are written to explain how something works or the process involved in actions, events or behavior. E.g. How does a rainbow occur?”⁴ In the other hand, Nesi and Gardner state that “Explanation genre requires students to demonstrate knowledge and understanding, and to answer questions, such as ‘What is x?’, and additionally expect students to explain how something works or function. The explanations themselves are intended to demonstrate current shared knowledge and understanding.”⁵ So, explanation text is a text used to explain the process of a phenomenon, events or action. It is also used to share the fact of knowledge and understanding. What do teacher do.

³ Law, *Writing genre - A structured approach*, (Adelaide: Rigby, 2013), 17-20.

⁴ Law, *Writing genre - A structured approach*, 17.

⁵ Nesi, H., & Gardner, S. (Eds), *Families of Genres of Assessed Writing*, (Cambridge: Cambridge University Press, 2012), 36.

Meanwhile based on data from the interview with teachers, the researcher obtain the real information about teaching and learning process writing as well as teachers obstacles in teaching such as : First, Hard to motivate the students. From the interview the teacher have difficulty to motivate the students because some of students are uninterested in writing. Some of the students said writing is very difficult and bored activity because when they want to make a sentence or paragraph, they have to get an idea. Then they also need vocabulary to make a sentence and to make a good paragraph they have to know about structure of the text. And sometime they have a problem with that. Second, Level differences of the students. Every student has different writing level ability. Some of students have higher intelligences in which they can do faster and do all of activities with excellent result. In other side, there are some students that cannot do fast and get good score because of their lack ability in writing. Third, uninteresting method. Conventional method are no longer can be used because the government order us to do an Online Learning. So, teacher should have an interesting method to enhance student interesting in writing.

According to Lawrence, Online learning is one educational environment where learning object–based instruction has been most useful. Because of the granularity of electronic texts, publishers let teachers select whatever pieces of multiple books they wish to use and package them electronically with objects such as animations, interactive digital practice

models, and illustrations as learning objects.⁶ Internet-based online learning is a new phenomenon, originating in rudimentary form less than two decades ago and gradually building in scale and improving in quality and cost.⁷ I can conclude that online learning is the next level educational system. Nowadays we are requiring to do our activities in our home because of Corona pandemic. So, online learning is the answer for our educational problem.

The researcher want to introduce one of the tools that we can use for teaching explanation text, it is Google Classroom. According to Glenn Page, Google Classroom is described as a web-based platform that lets teachers build and obtain their students' assignments without the need for paperwork. Google Classroom has several benefits that help teachers save time on content sharing processes; designing, updating and marking assignments; and engaging with students and their tutors from a single location.⁸ Google Classroom is really can solve our educational problem. In pandemic era, we are cannot use a traditional method to teach writing, and Google Classroom can provide us a many features that we can use to

⁶ Tomei Lawrence, *Lexicon of Online and Distance Learning* (United Kingdom: Rowman & Littlefield Education, 2010), 142.

⁷ Robert Ubell, *Virtual teamwork : mastering the art and practice of online learning and corporate collaboration* (USA: John Wiley & Sons, 2010), XXV.

⁸ Glenn Page, *Google Classroom for Teacher: The Ultimate Guide to Digital Learning. A step – by step approach to improve your teaching activities, enhance task management and get started with your online classroom* (USA: Glenn Page, 2020), 9.

teaching writing. Besides that, Google Classroom do not need paper for making an assignment so that can support a paperless program.

Google Classroom is, however according to Chaterine Korman, Google Classroom is a free program for teachers and learners to collaborate. Teachers can create classes online, invite students to attend the class, and create and hand out assignments. Inside the forum, learners and teachers can interact with the assignments, and teachers can track the progress of students.⁹ By this context Google Classroom will role as the learning media in teaching and learning writing activity, with following the learning process there are: Giving announcement, Assignment, Class discussion, Feedbacking, Attending, Scoring or evaluating.

From those statement above the researcher is strongly believe that teacher needs an appropriate media for teaching explanation text in pandemic era. So, Google Classroom can be the best answer to solve the problem. Through Google Classroom, teacher can easily create classes online, invite students to attend the class, and create and hand out assignments. Inside the forum, learners and teachers can interact with the assignments, and teachers can track the progress of students. Therefore, the researcher study about Using Google Classroom as A Media in Teaching Explanation Text.

⁹ Chaterine Korman, *Google Classroom for Teacher: A Complete Guide to Learn Everything You Need to Know for Your Classroom Management* (USA: Chaterine Korman, 2020), 7-8.

B. Statement of the Problem

Based on the problem in the background above, the researcher formulates the problem in research as follow:

1. What teacher do in Planning, Implementing and Evaluating on the proses of teaching Explanation Text using Google Classroom in second grade students of SMAN 2 Pandeglang?
2. What are students difficulties in writing Explanation text?

C. Objectives of the Study

Based on the limitation of the problem and the statement of the study above, the objectives of the research are:

1. To find out the Planning, Implementing and Evaluating on the proses of teaching Explanation Text using Google Classroom in second grade students of SMAN 2 Pandeglang.
2. To know students difficulties in writing Explanation text.

D. Significant of the Study

The result of this study is expected useful for Head of the Education Department , Library, Headmaster and English teachers, students, and other researchers.

The first, Significance of this study to for the Head of the Education Department. This research can be a recommendation for choosing media in the online learning process if the COVID-19 pandemic has not just ended.

The Second, for library this research can be an additional source of reference and reading material for library visitors.

The Third, for Headmaster and English teacher is give a new contribution about creating a new media to teaching explanation text by using Google Classroom.

The Forth, for the students' this study can help the students to improve their ability in writing explanation text. This study Requiring students to open minded and to take advantage of the technology.

The last, for the other researchers this research can be used as material consideration if the researchers will investigate the same subject. So that ways, the researcher tries to give the best contributions.

E. Limitation of Study

The scope of this research is limited to know the teaching Explanation text using Google Classroom during pandemic era and to know students' difficulties in writing explanation text.

F. Previous Study

There are some previous studies related to the topic of Google Classroom, in this section the writer takes some previous studies as a reference that is reviewed to this study:

The First is “Bangladeshi University Students’ Perception on Using Google Classroom For Teaching English” by Md. Sadequle Islam, M.A. in International Journal of Psycho-Educational Sciences | Vol. 8, No. 2 London Academic Publishing, August 2019, pp 57 – 65. Google Classroom is an online learning platform developed by Google which enables both the teachers and learners to engage in 'beyond the classroom' learning in an innovative way. This paper focuses on the prospects of using Google classroom for learning English at the university level in Bangladesh. The prospect includes how the Bangladeshi university students think that this online tool may help them to communicate, as well as develop and organize their work to learn English effectively. Besides, this research tries to find out the challenges the learners face in terms of using Google classroom to learn English. Through this research some technical issues have been traced out which can be eradicated by Google to make Google classroom more user-friendly. Apart from that this paper also shows some challenging issues faced by the Bangladeshi learners while using Google classroom for teaching English.

The Second is “The Effectiveness of Google Classroom in Teaching Writing of Recount Text For Senior High Schools” by Ela Nur Laili, Tatik Muflihah in *JOLLT Journal of Languages and Language Teaching*, October 2020. Vol. 8, No, 4 . This research aimed to find out Google Classroom effectiveness, which was used to enhance students’ writing recount text for Senior High School and recognize students' writing performance. This research used a pre-experimental research design. The subject of this study is the tenth grade of senior high school at Western Surabaya. It involved 30 students as a sample of this study. In the process of data collection, the researcher used a pre-test, post-test, and questionnaire. The researcher analyzed the data using Wilcoxon Ranks Test to test the hypothesis. This study found the value of significance (2-tailed) was lower than the significance level ($0.022 < 0.05$), then the H_a was accepted. It means there was a significant value on students’ achievement of the writing performance of recount text by using Google Classroom. In addition, the result of the questionnaire indicates that the students’ responses are neutral; it means that the students do not feel difficult in the use of Google Classroom. However, it can be concluded that Google Classroom significantly affects students’ writing performance and helps them finish and collect the assignment without any bound by time and space. Further, based on the data obtained, which analyzed through Brown's

theory, the students' writing performance is imitative and intensive. It means they are still positioning in the primary category.

The Third previous study of this research arranged by Kevin Armando, Brand Fonseca and Federico Soto Peralta. The title is “Google Classroom: An Effective Virtual Platform to Teach Writing in an EFL Composition Course” in *International Journal of English Language Teaching, Vol. 6, No. 1; 2019*. In the face of globalization, information communication technologies (ICTs) play a paramount role in the teaching and learning of foreign languages. This action-research was conducted with a group of sophomore students enrolled in the course Composition at Universidad Nacional, Coto Campus. The study required the administration of two surveys prior to and after the implementation of Google Classroom (GC) as an educational platform to assist students during their learning process of the course. The research was aimed at revealing the students’ use ICTs to practice their writing skill outside the classroom and analyzing the impact of GC in the development of the students writing skill out of the school environment. The findings exposed that the use of this platform brings about benefits that allow students and teachers to ease the teaching and learning of writing. Students also expressed that they practice their writing mainly for both academic and non-academic purposes in an engaging attractive space; lastly, students and researchers pointed out that the experience using GC was more satisfactory than other platforms.

The Forth previous study of this research arranged by Ahmad Azhari Yunus, Ahmad Syafi'i. The title is "Google Classroom as Learning Platform in Teaching Writing" in British, *Jurnal Bahasa dan Sastra Inggris* Volume 9. No 1. Juni 2020. This research implemented descriptive qualitative using library research approach. Qualitative research result data in the form of notes or descriptive data in the online text investigated. The data gathered mainly focused on the use of Google Classroom in the teaching context and its outcome, the advantages of Google Classroom in ELT, Google Classroom for EFL learners, Google Classroom and writing and current and future challenges of using Google Classroom. Each data objectively and systematically analyzed and presented descriptively. The Google Classroom is a networks platform for interaction among teachers and students, collaborate, share and evaluate homework, grades, class discussions, notices, and evaluations. Its objective is to help educators use social media power to customize the classroom for all students. Awareness of the positive potentials of this learning style will allow Google Classroom to introduce a mixed learning approach in the classroom. The post would discuss how Google Classroom facilitates English classroom teaching and learning writing. The argument continues with Google Classroom presentation and the idea of mixed education using Google Classroom. Then it continues with the application of this platform into actual teaching writing context and its outcome. Furthermore, the researchers will also

discuss the current and future challenges of Google Classroom in ELT writing for EFL learners as well as teachers.

The Fifth previous study of this research arranged by Ika Rahmawati. The title is “The Effectiveness of Google Classroom on the First Semester Students’ Writing Skill at STKIP PGRI Tulungagung” in *BRIGHT: A Journal of English Language Teaching, Linguistics, and Literature*. Vol. 3 No. 1, 2020 pp. 21-33. E-ISSN: 2599-0322. This research investigates whether the students achieve better Writing skill after being taught using google classroom or not. The design of this research is quantitative research, which is concerned with hypothesis, formulation, testing and analysis of the relationship between two variables; dependent variable and independent variable. Both of variables are selected and observed. Based on the statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. Because significant value 0.000 was smaller than significant level 0.05, it can be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was significant effect after using Google classroom to teach writing. Thus, it can be concluded that by using Google classroom in teaching writing at the first semester at STKIP PGRI Tulungagung in the academic year of 2018/2019 is effective. As the conclusion, teaching writing by using Google classroom is more effective and interesting for the first semester students at STKIP PGRI Tulungagung

in the academic year 2018/2019. By using google classroom, students hopefully can increase their Writing skill. Teachers should give motivation to students so that they will be more interested in learning activity. The researcher hopes that this study will be useful for the further researchers to conduct the similar research that deals with the same media, and with the same or different research design to develop the teaching quality of writing skill by using Google classroom.

From previous study above, the similarity of this study is analyzed the same object that is about Writing and Google Classroom. The differences are the first previous study is focuses on the prospects of using Google classroom for learning English at the university level in Bangladesh, the second previous study is focuses to find out Google Classroom effectiveness, which was used to enhance students' writing recount text for Senior High School and recognize students' writing performance, the third previous study was conducted aiming to an analysis of students' ability in writing explanation texts at the second grade SMP Swasta Talitakum medan, the forth previous study is aiming to revealing the students' use ICTs to practice their writing skill outside the classroom and analyzing the impact of GC in the development of the students writing skill out of the school environment, the fifth previous study is investigates whether the students achieve better Writing skill after being taught using google classroom or not, and this study is focuses to find out the teaching writing

Explanation text using Google Classroom during pandemic era and to know student difficulties in writing Explanation text.

G. The Organization of the Writing

This paper is arranged into five chapters , every chapter has some points to explain the chapter.

Chapter I introduction, it contains the background of the study, statement of the problem, objective of the study, the significance of study, the limitation of study, previous study, and the organization of writing.

Chapter II is Theoretical foundation, this chapter consists of the theorist from some experts we have conducted the research related to this research.

Chapter III Research methodology, it contains method of the research, the site and time of study, participant and sample, the technique of data collecting , and the technique of data analysis.

Chapter IV Finding and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V Closing, this chapter consists of conclusion and suggestions.