

CHAPTER TWO

LITERATURE REVIEW

Previous Studies

There are some previous related studies that have been sources for conducting this research. Firstly, a research conducted by Irawati Tatik (2021) entitled Student's Perceptions in Writing Class by using Google Classroom in Pandemic Covid- 19. This study aims to know the student's perceptions in writing class by using Google Classroom in pandemic Covid-19. The conclusion is students have positive perceptions of Google Classroom in writing class. With this finding, students maintain that Google Classroom makes their learning easier and more useful for their online learning in writing class. The students thought by using Google Classroom in online learning is a good idea, and they plan to use it in the future. They also realize the importance of using technology to support their learning process. Therefore, students suggest using Google Classroom in the teaching and learning process during this pandemic era.

The next study has conducted by Putri, Murtiningsih & Nadia (2021) in the title Students' Perception of the Using of Google Classroom for writing skill at Vocational High School. The discussion of this study is about students' perceptions of the use of Google Classroom in writing skills in vocational high schools. Furthermore, in this study it is explained that the varying results tend to be positive.

The third is a study by Pradnyani (2015) it was conducted about Students perception on writing skill. The aims to find out the students' perceptions of writing skills whether good or

bad. It can be concluded that found, bad perception towards writing skills was caused by the students themselves, where students do not follow the writing lesson well. While a good perception on writing skill appears because as the teacher, she has provided and facilitated students with the material and the media that is appropriate for writing activities.

The fourth is researcher conducted by Vira Lafhiola (2021) entitled A Survey on Students' Perceptions of The Use of Google Classroom in Online Learning on English Lesson at SMA N 5 TEBO in Academic Year 2020/2021. This study aims to determine students' perceptions of online learning in English subjects through google classroom at SMA N 5 Tebo during the covid-19 pandemic, this study uses descriptive quantitative methods in the form of surveys. The results of this study are presented descriptively to reveal students' perceptions comprehensively, this study received a positive response about students' perceptions of online learning in English subjects through google classroom, it can be concluded that google classroom can be said to be good enough to still be used in online learning systems in this Covid-19 pandemic condition.

The last research by Srisudarso & Utami (2021) has conducted The Use of Google Classroom in Learning Writing Descriptive Text: Students' Perceptions. The subject examined students in the tenth grade at a Senior High School. The study discovered that students preferred using Google Classroom to learn the descriptive text. Google Classroom helps them to know and understand descriptive writing materials easily

Based on the previous studies there are some similarities with the current research that this research will investigate students perception in writing through Google Classroom.

Meanwhile, there are some differences in these study, the sample of current study is secondaries students, this research will be focus in writing class.

Theoretical Framework

The Concept of Students Perceptions

Perception is a very important process owned by students in responding to an event, with our perception of knowing the types of phenomena that exist in the environment both at school and the environment around us, therefore people have different perceptions of an object, perception is automatically related to a certain person. Perception is a process that starts from an organ, namely a process related to receiving information by the human brain, meaning that as long as the process continues to interact with its environment Slameto (2010).

Perception is the process of integrating, recognizing, and interpreting the information received by the sensory system, so that it realizes and knows what is experienced as a form of response from the individual. Perception is organizing, interpreting the stimulus it senses so that it is something meaningful, and is an integrated response within the individual. Therefore, in the senses people will associate with the stimulus, while the perception of people will associate with the object. With the perception of the individual will be aware of the surrounding circumstances and also the situation Robbins (2003) stated that perception is a process taken by individuals to organize and interpret their sensory impressions in order to give meaning to their environment.

So from the explanation above, students perception is a direct response to absorption or the process of students knowing some things through sensing. Perception has a subjective nature

because it depends on the abilities and circumstances of each individual, so it will be interpreted differently from one individual to another.

Definition of Writing

Writing is one of the four components of language skills which are writing, reading, listening and speaking that must be mastered by every student. Brown (2001) stated that writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, communication skills, use of punctuation, from this it can be seen that writing is a very complete component to master, on the other hand there are so many difficulties that students encounter when writing a text, students do not know where to start, students are confused about which topic they should choose when writing, besides that inappropriate learning media can affect students' interest in writing.

The Process Writing

In writing there are steps that must be mastered so that every writing becomes better, According to Harmer (2004) the writing process is divided into four steps. They are; planning, drafting, editing and also final version.

According to Tompkins and Hoskison (2002) pre-writing is a preparation stage. The things that are done at the pre-writing stage are choosing a topic considering the purpose, form, and readership, and identifying and organizing ideas at this stage of preparation which is very important to determine the next stages of writing, so the preparation stage is thinking about the purpose of writing, for example, whether students will write to entertain or inform something.

The next stage is the preparation of concepts or drafting. The framework of the essay or conceptual framework is a work plan that contains the outlines of the essay to be written Keraf (2004), so the outline of the essay is a person's guide in writing when developing an essay, in this case students can express their ideas by paying attention to spelling, punctuation, as a guide, the outline of an essay can help writers to collect and select appropriate writing materials. In addition, the outline of the essay will facilitate the development of the essay to be directed, orderly, and coherent. Activities to revise or improve writing. Editing here includes improving the mechanical and content elements, students can reread the writings that have been made and then corrected, Revising is the improvement of essays made by the researcher or other people to correct mistakes made, Revising is more focused on adding, subtracting, omitting, and rearranging the contents of the essay according to the needs of the reader.

The last stage, namely Publication, the publication is the stage to inform writing that aims to provide messages or information to others. Publication media can be in the form of print media or electronic media depending on the target audience.

Table 2.1 Writing Process by Keraf (2004)

The process writing	Steps are taken in the writing process
Pre-writing	<ul style="list-style-type: none"> • Choose a topic • Determine the purpose of writing • Identify the genre of writing • Remembering ideas/ideas for writing ideas
drafting	<ul style="list-style-type: none"> • Organizing the ideas and determining thesis

	<ul style="list-style-type: none"> • Writing according to the draft • Developing written ideas and correcting language mechanics
revising	<ul style="list-style-type: none"> • Re-read the writing according to the concept • Discuss writing in groups • Make content changes based on the results of the discussion • Consult the teacher
editing	<ul style="list-style-type: none"> • Read and revise according to the draft made • Identify spelling and punctuation errors
publishing	<ul style="list-style-type: none"> • Printing corrected text • Discuss and ask for input from the audience

The types of writing

According to Gail E. Tompkins (2010) there are five types of writing ;

a. Expository

An exposition is an essay that attempts to explain something that can broaden a person's view or knowledge. Exposition is writing that aims to inform or explain something.

Examples of expository writing are news in the media, tips, textbooks, recipes,

b. Description

The Description is a written work containing a detailed description of something, the researcher tries to transfer the impression of his observations to the reader by revealing the nature and all the details about an object, be it humans, animals.

c. Persuasive

According to Gorys Keraf (2007) Persuasion is a verbal art which aims to convince someone to do something the researcher wants at this time or in the future, Examples of persuasive writing include editorials, product reviews, advertisements.

d. Narrative

Narration comes from the word to narrate which means "to tell" (story telling). The story is a series of events or events in chronological order, which tries to tell a story events.

The Important Learning Throught Google Classroom.

Google Classroom is an application that can organize assignments, documents, and projects for all students and is attached to the Google Drive application, making it easier for students to also create and collaborate on their own assignments. According to Janzen (2004) The benefits of using Google Classroom which are easy to use, flexible, save times, some of the main strengths of Google Classrooms are the time-saving and easy-to-use and very simple organizational features, starting with creating classes and adding students. Then explore the features found in this application such as sending information, starting discussions, distributing and collecting assignments. Google Classroom is an application that provides a central location for communicating with students, asking questions, and creating assignments. google classroom has a unique look teachers can uniquely manage classrooms, classroom teachers will include options that are not visible to students and allow you to change what students can do in Google Classroom. The teacher will be able to add students to the class, make announcements and assignments, and simply upload learning material.

