

CHAPTER 1

INTRODUCTION

This chapter elucidates five major parts. The first part is background of study, the second part is the research questions, the third part is the aims of the research, the fourth part is the significance of the research, and the fifth part is key terms.

1.1 Background of the Study

Information and Communication Technology (ICT) has brought significant changes in various aspects of life, including education. One aspect of education is in the context of English language education. Information and Communication Technology has an important role in improving teaching and learning, as well as assisting students in developing their English language skills. The utilization of Information and Communication Technology for education, especially English language learning, has become a necessary need. Various applications of Information and Communication Technology are already widely available to be used by teachers and students who utilize them in educational aspects. The utilization of information and communication technology for education can be implemented in various forms according to its function in education. According to Faisal (2022), the function of information and communication technology in education can be divided into several functions, namely: knowledge repository, learning tools, educational facilities, competency standards, administrative support, school management tools, and educational infrastructure. Soreferring to some of these functions, it can be understood that Information and Communication Technology can make a significant contribution to improving the quality of life of Indonesian people, especially in the aspect of education.

The use of technology in English language learning has brought about major changes in the way teachers use learning media. One technological tool that has gained attention is Google Jamboard, a collaborative digital application that offers various features to enhance English learning (Putra, 2020). Knowing the important role of English today, students must be equipped with the skills to

communicate in English, both oral and written. There are four main language skills namely listening, speaking, reading, and writing. Of all the language skills, writing is the skill that looks difficult because writing skills require students to formulate ideas, organize, choose vocabulary, check grammatical correctness, spell words correctly, punctuate, and write clearly. In addition, students must also create words, phrases, sentences, and paragraphs simultaneously. Therefore, writing is the most challenging skill to master. Meanwhile, students also have obstacles to express their thoughts in writing because they need to understand grammar, structure, linguistic content, and meaning.

Also, students have limited vocabulary knowledge which makes them use the right words repeatedly. Therefore, implementing classroom learning is essential to help teachers facilitate engaging language learning for students. Combining English language learning with the use of technology or apps can have a tremendous impact as it allows students to be actively involved in fun learning and developing English language skills (Oroujlou, 2018). Therefore, to help students improve their writing, teachers can use some media and integrate technology into their teaching and learning activities. The effort to improve students' writing skills is by using Google Jamboard in English learning which has become an attractive option. Google Jamboard as a learning media to improve students' writing skills. By using Google Jamboard, students can be actively involved in the learning process. They can write their creative ideas directly on this digital whiteboard, share them with classmates, and get instant feedback from the teacher.

This encourages collaboration and critical thinking among students, thus improving their writing skills. Google Jamboard also offers various features that allow students to illustrate their ideas more clearly. They can use the available features to create visual illustrations that support their writing, add attractive colors and graphics, and organize their ideas easily with digital cards. Not only that by using Google Jamboard, students can access English learning materials anywhere and anytime. They can use it in the classroom as a hands-on learning medium, or at home as an independent tool to practice their writing skills. This

provides flexibility and opportunity for students to continue practicing and improving their skills even outside of class hours.

According to Dr. Rebecca Alber (2021), Google Jamboard can improve students' writing skills interestingly and creatively. She revealed that by using this digital whiteboard, students can combine text, images, and other visual elements to express their thoughts in a more fun and engaging way. In this context, this study aims to investigate senior high school students' perceptions of using Google Jamboard in learning English writing skills. The main purpose of this study is to understand students' views, opinions, and experiences regarding the use of Google Jamboard in their English writing skills. In this study, students' perceptions are identified as a key factor that can influence the acceptance and effectiveness of using Google Jamboard in the context of learning English writing skills. Through an in-depth understanding of students' perceptions, it is expected to reveal the advantages and disadvantages of using Google Jamboard, as well as its influence on students' motivation, interest, and learning outcomes in English writing skills.

The results of this study are expected to provide valuable insights for teachers in designing more effective teaching strategies, as well as contributing to the continuous development of learning technologies and methods in the context of English language learning. To improve English writing skills, teachers need to identify the problems faced by students and develop appropriate strategies. The use of technology, such as Google Jamboard, can be one of the interesting solutions to improve students' writing skills. By utilizing this technology, students can collaborate in real time, organize their ideas, and receive faster and more effective feedback.

1.2 Research Questions

Based on the background above, the researcher identified this research to answer the following questions:

1. How do students use *Google Jamboard* in learning English writing skills?
2. How is the perceptions of senior high school students towards the use of *Google Jamboard* in learning English writing skills?

1.3 Research Objectives

Aims of the research are in line with the research questions mentioned above. The research objectives are:

1. To find out students use *Google Jamboard* in learning English writing skills.
2. To identify the perceptions of high school students' towards the use of *Google Jamboard* in learning English writing skills.

1.4 Significance of Research

The results of this study are expected to be useful for teachers, students, and readers:

1. Teachers, it is expected to provide information and help teachers to use learning media such as Google Jamboard in their teaching activities.
2. Students, are expected to feel more comfortable in expressing their ideas in written form and increase their engagement in a writing class when using google jamboard.
3. Readers, this research is expected to be used as an additional reference to conduct research, especially on students' perceptions of the use of Google jamboard in learning English writing skills.

1.5 Definition of Key Terms

In this study, the researcher explains some of the dominant terminology used in this study. This terminology describes the words or phrases used in this study to make the reader understand accurately.

1. Student Perception refers to the viewpoint, or opinion, held by students regarding a certain topic or situation. Students' perspectives reflect their understanding, judgment, and interpretation of learning experiences, learning methods, subject matter, or the learning environment.
2. Writing skills are specific abilities that help students put their ideas or thoughts into words in a meaningful form.
3. ICT (Information, Communications, and Technology) includes all forms of devices and applications used to process and deliver information and communications digitally, including computers, telecommunications devices, software, networks, and related services.

4. Google Jamboard is a digital whiteboard from Google that has been integrated with various cloud services. Jamboard is here to facilitate real-time collaboration between teachers and students to make learning more interesting and interactive.