

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The improvement of technology has spread into several fields, including education, in the past few years. The development of technology has affected and influenced education, especially in online learning. Online learning is a result of teaching and learning process in the digital era.

Online learning has changed the context of teaching-learning activity, from traditional classroom-only context, to integrating classroom teaching with online experiences (Garrison & Kanuka, 2004). This online learning is usually called as blended learning.

Heinze and Procter (2004) define blended learning as “learning that is facilitated by the effective combination of different modes of delivery, models of teaching and styles of learning, and founded on transparent communication amongst all parties involved with a course.”

Marquis (2004) believes that blended learning “is more effective than classroom-based teaching alone.” This statement is also approved by the report from Bourne and Seaman (2005) that blended learning is perceived to be a mean to combine the best of face-to-face and online learning.

Today's students need to learn how to work, study and collaborate online. They also need to develop the critical-thinking and creative skills demanded by modern employers. Blended learning helps teacher to teach these skills by encouraging students to work, share and collaborate online.

There are many kinds of platform in Blended Learning that can be used in teaching and learning process, and one of them is Google Classroom platform. Google Classroom is considered as one of the best platforms for improving teachers' workflow. It provides a set of features that suitable for teaching-learning process and ideal for both teacher and students. Classroom helps teachers save time, keeps classes organized, and improves communication with students (2015). Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment. Google classroom allows teachers to spend more time with their students and less time on the paperwork when the face-to-face class takes a more time.

Garrison and Vaughan (2007) believe that higher education must start delivering on its promise of providing learning experiences that engage and address the needs of society in the twenty-first century. As Swail (2002) states, the "rules are changing, and there is increased pressure on institutions of higher education to evolve, adapt, or desist" (p.16). In that sense, blended learning can be applied in higher education, such as high school and university.

The course that can use blended learning is Literary Appreciation course. Ogenlewe (2006) states that ‘literary appreciation refers to the evaluation of works of imaginative literature as an intellectual or academic exercise.’ In this process, the reader interprets, evaluates or classifies a literary work with a view to determining the artistic merits or demerits or such a work. In this course, students are able to gain pleasure and understanding for the literature, understand its value and importance and admire its complexity.

Margaret Early’s Stages of Growth in Literary Appreciation determines that the personal attitudes, reading and observing skills are all part of literary appreciation. Stages which readers go through are added onto without dropping the previous stages. Thus, literary appreciation is a lifelong process. As one of the literary works, novel is narrative text informing of prose with a long shape that including some figures and fiction event (Agustina, 2013).

To be able to appreciate a novel, as stated by Albloly *et al.* (2015), many platforms can be used. He found that platforms as Facebook and YouTube can be a useful platform to appreciate a novel.

To determine whether students are success to appreciate a novel, teacher needs to provide an appropriate assessment task for a novel. As the third main task of teacher, assessment should have been prepared in conjunction with RPP and a series with the materials used and developed in the learning process (Nurizzati, 2015). The need to

provide a literary appreciation assessment is proved by Inderawati (2012). She stated that an appropriate literary appreciation assessment can develop students' character and make them realize the importance of responding literary works.

Based on the studies that conducted by Albloly *et al* (2015), Nurizzati (2015) and Inderawati (2015), they revealed that to appreciate a novel, many platforms can be used and teacher needs to provide an appropriate assessment task. Hence, the researcher considers the research gap regarding the limited platform and assessment task of novel appreciation.

As a new course in English Education Study Program in Universitas Negeri Jakarta, the need to make a design of assessment, especially in Novel Appreciation, is needed. With those explanation, this study attempts to design novel appreciation assessment in literary appreciation course in Google Classroom.

1.2 Research Purpose

This study attempts to design novel appreciation assessment in google classroom platform.

1.3 Research Questions

Based on the background of the study above, this study was investigated the following research question:

How is the design of novel appreciation assessment in Google Classroom?

1.4 Scope of The Study

This study is limited to the discussion of designing novel appreciation assessment in literary appreciation course through google classroom.

1.5 Significant of The Study

This study is beneficial for lecturer and the writer.

1. For teachers, the result of the study will give information and recommendation about appropriate novel appreciation assessment in literary appreciation course in google classroom.
2. For writer, the results of this study will develop the ability to make novel appreciation assessment in literary appreciation course in google classroom.