

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The first previous study that related to this research was talking about the use of google classroom during pandemic done by Okmawati (2020). The focus of the study is the use of google classroom in the pandemic era and aims to investigate the students' opinion toward the use of google classroom in the pandemic era. The result from her study is that implementing google classroom for senior high school students is very effective and useful to improve students' skill abilities, discipline, time management, and to fulfill the demand of the government about the curriculum to keep continue the teaching and learning process even though through online. However, in every application or from human error itself there are still some problems such as the students' internet connection, some students are late to submit the assignments, and even some of the students submit their assignment through their friends' account.

Another research that related to this study is done by Atmojo and Nugroho (2020), talking about EFL classes must go online, teaching activities, and challenges during the Covid-19 pandemic in Indonesia. This study aims to investigate how EFL teachers carry out online EFL learning and its challenges. About 16 EFL teachers were being volunteered for this study. This research found that the EFL teachers have carried out online learning through kinds of activities including checking students' attendance, giving

assignments, giving scores to students' works synchronously or asynchronously depending on school policy. Also, some applications and platforms including learning management systems to additional sources are employed. Some problems in implementing this online learning especially from students, the teachers, and the students' parents along with valid reasons. Therefore, online learning does not run well since it lacks of preparation and planning from the government also from the teacher itself.

The next previous study was conducted by Egeberg et al. (2020). This study is focusing on the teachers' views on effective classroom management on how educators create quality learning environments as well as gathering teachers' opinions of various disciplinary interventions, perspectives of challenging students, and sense of efficacy for classroom management to inform both policy and practice in teacher education. The result of this study was there were three constructs of effective classroom management after interviewing with teachers such as caring relationships, behavior management, and instructional management. However there still the limitation of this study that it does not being able to verify the overviews of these teachers in observed practice. Most importantly this study confirmed that caring relationships, high expectations, and opportunities for engagement, participation, and contribution considered as the effectiveness of classroom management.

The next previous study is done by Rasmitadila et al, (2020). The aim of this study was to explore the primary school teachers' perceptions of online learning as an impact of school from home (SFH) during the COVID-19

Pandemic in Indonesia. The purpose of the case study was to allow researchers to obtain and examine data in a context or phenomenon. The selected subject could be people, students, or staff schools who are members of a school community. This study is also considered as a case study to describe a case in-depth in real-life comprehensively (Yin, 2012). In this study, the impact of online learning as an impact of SFH on primary classroom teachers was explored in-depth during the COVID-19 Pandemic in Indonesia. This study explored primary school teachers' perceptions of Indonesia's SFH program during the COVID-19 Pandemic. The researcher indicated that teachers, as well as learning designers, should design online learning frameworks that consider students' backgrounds, especially family economic backgrounds, as well as students' learning experiences and needs in implementing the national curriculum during the COVID-19 era. This research shows that the successful online learning such as designing online learning with varied learning strategies in harmony with a more flexible national curriculum, technological readiness, and collaboration is critical.

Another previous study related to this research is about Teachers' Experiences on the Use of Google Classroom, done by Harjanto and Sumarni (2019). This study explores the implementation of Google Classroom in the classroom context where teachers' perceptions were presented based on their experiences. In the finding, the researcher found that all teachers were engaged in digital learning since the school encouraged them to be digitalized to catch up with the students' era. It was supported by the school system which emphasized the use of technology in learning as a part of increasing

education quality. The implementation of the utilization of Google Classroom itself ran successfully because of three reasons. First, teachers regularly attended the professional development program in which they acquired knowledge and practices on how to use Google Classroom. From that program, teachers obtained a deeper understanding of the application, hence they were able to maximize its operation. Mizzel (2010) emphasizes that professional development becomes a school's effort to upgrade the educators' skills to accommodate students' needs. Secondly, the awareness to be paperless also encouraged teachers to manage the class using technology as it didn't require much paper and printed worksheets. Finally, students were facilitated by their gadgets as the main learning tool to substitute the availability of workbook and coursebooks.

The next previous study was about Teachers' Perception of the Shift from the Classroom to Online Teaching. This research was conducted by Todd (2020). The focus of this research is to examine teacher reactions to the imposed shift to online learning. The suddenness of the shift to online teaching because of the pandemic meant that many teachers were simply trying to survive. However, for online teaching to be beneficial in the future, simply repackaging the same content and activities from the classroom to online is not enough and higher levels of technology use need to be applied. Day by day, more stimulating online activities are needed and these are likely to be at the levels of modification and redefinition where creativity in activity design was required. These may involve applications of natural language processing, reimagining the goals of language teaching such as languaging

curricula that focus on supporting students to use all of their available resources (including technological resources) to do things with English, or repurposing non-educational online applications for educational use as was done with using collaborative wiki tools for writing tasks (Mak & Conaim, 2008).

The last previous study is done by Subandoro & Sulindra (2019). This study aimed to investigate how a business correspondence class could be run partially online using collaborative learning software using Google Classroom. The result of this research is following the statements below:

- a. Google Classroom has been proven as a supportive learning management system based on students' perceptions.
- b. Google Classroom was proven useful to foster the writing process during the revision stages.
- c. Google Classroom was felt by the students to be the answer to mobility in learning and to make a foster learning process beyond time and spaces.
- d. The researcher concludes that in the learning process by using Google Classroom is highly recommended for pilot projects in the classroom.

Furthermore, in the present study, the focus area explores EFL teachers' perception in managing online classroom through Google Classroom, find out the problems faced by the teachers in managing online classroom through Google Classroom, discovers the factor affecting the problems in managing online classroom through Google Classroom, and investigates the ways to overcome the problems in managing online classroom through Google Classroom. The differences between this study and previous studies are the

level of grade institutions or school, the subject teachers, and the teacher's platform in conducting online teaching. The novelty between the previous study and the present study investigates EFL teachers' opinion, problems, factors, and ways to overcome the problems to be implemented in teaching English using a special learning platform Google Classroom. It hopes that these make the teacher minimize the problems in conducting online teaching. The teachers know the factor of the problems and how to overcome the problems in online teaching later on, especially for English teachers.

2.2 Theoretical Framework

2.2.1 EFL teacher's roles

Formal education at school especially in Indonesia needs an EFL teacher to support English language communication. EFL stands for English Foreign Language teacher. Living in the industrial 4.0 forces everybody to master English and technology at the same time. As EFL teachers, they should be able to make effective learning activities and to catch the students' attention to make them focus and paying attention to the EFL teacher. An EFL teacher is someone who can share knowledge about English in the form of both spoken and written to the students, especially in formal education. Same as other teachers, a teacher is a role model for every student in the world. The attitudes, behavior, thoughts, and many more that every teacher must have indeed. One thing that makes difference is that 'English'. EFL teachers forces to be creative teachers since to learn English, EFL students need extra attention to

maintain them in the context of understanding, changing students' behavior to be better, improving their confidence, and creating an effective class environment. Based on Gultom and Saun (2016) learning activities can be run effectively if both teacher and the students know how to behave, when and how to move about the room, where to sit, when they may or may not interrupt the teacher and the amount of noise that is acceptable. Therefore, EFL teachers must make a sense of creativity in making an effective classroom, because teacher especially EFL teacher plays as classroom manager (Gultom and Saun, 2016). In this case, the EFL teacher has a crucial role in the class towards student's willingness in the subject. According to Kumbakonam (2016), there were six main roles of EFL teacher such as learner, facilitator, assessor, manager, evaluator, and guide.

2.2.2 Classroom Management

Every teacher at schools believes that they need to manage the class and also the students in the class to make an effective and meaningful learning environment. How teachers knowing that which students pay attention to the material given or which students just sit down at the back and do not pay attention to the teacher explanation, those things can be reached if the teacher applies classroom management. Classroom management can be defined as a key dimension of teachers' work that places it among the most required teaching skills and it becomes the most challenging thing that the EFL teachers should pay attention to (Egeberg et al. 2020). Also the analogy of classroom

management is like a conceptual of an umbrella, as Egeberg et al. (2016) stated that the term of classroom management is a conceptual umbrella, one that is often used interchangeably with discipline, but also seen as distinct from classroom instruction. Usually teachers especially EFL teacher believe that the aim of applying classroom management is to know each students' behaviour in order to be shifted to be a better one, and it can not be separated that in teaching and learning process, students behaviour is one of the most important thing to be pay attention to for each teacher. According to Doyle (1986) in Egeberg, et al. (2016) Classroom management is certainly concerned with behaviour, but it can also be defined as more broadly as involving the planning, organization and control of learners, the learning process and the classroom environment to create and maintain an effective learning experiences. Nowadays, toward the situation of pandemic Covid-19, to maintain the classroom management becomes more challenging for EFL teachers to know the students behaviour and other aspects in terms of online learning. However, the classroom management should still exist in this online learning eventhough only using learning application platforms such as Edmodo, Moodle, and Google Classroom.

2.2.3 Online Classroom

Online classroom or online learning means a set of learning activities in a subject delivered through a network giving access and exchange of knowledge (Atmojo & Nugroho, 2020). The online classroom is not a new thing happening nowadays, but it becomes more

crucial when the pandemic COVID-19 struck this world. The online classroom becomes an alternative solution for the education sector to make it still exist for students to get a lesson even online (Ayu, 2020). Since in the online classroom the teacher provides the same regulation and system with offline classrooms such as having interactions between teacher and students, also having a question and answer session, assessing students work, etc., since Ally (2008) stated that online learning is also perceived as the utilization of internet in accessing materials; having interaction with contents, teachers, and other students; and gaining assistance in the learning process to gain knowledge, make meaning, and progress through the learning experience. Some applications are using as a platform in the online classroom such as WhatsApp, Moodle, Edmodo, Google Classroom, and other applications based on each department's regulations. However online classroom for some people can be an alternative way to continue the lesson in the pandemic era, there are still many problems facing both teachers and students, such as not all the teachers can apply the online classroom well, so as students. Also, not all the students have a proper smartphone or signal since there are still many remote areas in this country. Therefore the school should provide and facilitate some sectors like computers and Wi-Fi also giving training for the teacher who can not apply the online classroom properly. That's should be done to make a comfortable online classroom environment.

2.2.4 Google Classroom

As the researcher stated in the introduction that modernization forces the teachers to master the technology because the world now facing the digital era. Moreover in this pandemic Covid-19 situation, where people should doing a social distancing each other to cut the deployment of covid-19 that influence many sectors in Indonesia including education. Accepted or not, the learning process facing a new transition from offline learning to online learning. There is some education application as a platform to shift offline learning, for example, is Google Classroom. Google Classroom is a free service based on web platforms that integrate Google Account Apps for Education with all Google Apps, such as Google Docs, Google Drive, Google Maps, Gmail, Google Calendar and, etc. It has a little bit different from other features powered by Google, Google Classroom enables the users to interact with one another and forming a collaborative activity in the formal environment. Not only that but Google Classroom also able to save paper and time at the same time. Teachers also able to checking the students' attendance, distributing the assignments, and assessing students' works easily. Also, the students can be able to access Google Classroom with their enabled internet quota. According to Subandoro & Sulindra (2019), a class that using Google Classroom will enable the members to be involved in a virtual classroom activity in which each member can interact with one another as well as in the classroom situation, but

without time and space limitation. Moreover, these platforms become useful in this pandemic COVID-19. In Google Classroom, there will be teachers and students who involve in the online class like an offline class occur in the classroom. Usually, in applying Google Classroom teacher will preparing for the students' attendance list in the 'question' feature. Then, the teacher will give material related to any sources such as web, slide presentation, YouTube, and textbook, etc. The last thing that the teacher usually does is giving an assignment to the students. It runs on and on for each meeting. Besides, a teacher will give scores to the students' work every week to make sure that students did their assignments well.