CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Study

Some scholars have addressed the use of Google Classroom in EFL classes in light of the recent events in Indonesia. Socioeconomic Status (SES) prior experiments are being used to assist the researcher in his or her study. Both of the preceding research will be discussed in depth below.The first research, by Agung and Surtikanti (2020). During the pandemic, they usea joint case study that includes an interpretation of a poll on students' views of their online learning. 66 students from PamaneTalino College of Education's English Language Education Research Program (STKIP PamaneTalino) is involved. Furthermore, the instrument uses in their research is a survey. Participation, usability, content and task delivery, and the use of e-learning tools are all points they understand.The study's findings indicate that usability is still a significant factor affecting the growth of online learning. However, online learning for STKIP PamaneTalino's English Language Education Study Program, and perhaps Indonesia in general, needs some more user-friendly tools in order to expand student participation. The researcher need to know for students who live in remote areas with poor internet access and other support services to participate in this report.

The second research, by Cakrawati (2017) the next report, which center on students' experiences of using an online learning platform in an English as a Foreign

Language classroom. As a result, it drew 40 participants from Bandung, West Java, who were junior and senior high school students. Questionnaires and interviews were used to gather data for this analysis, which was interpreted using a hybrid approaches approach. According to the findings of this survey, the majority of participants thought that using Edmodo or Quipper to learn English was useful and successful in terms of time. However, one of the difficulties of using Edmodo and Quipper is the poor internet connection. However, the majority of the participants concluded that the online learning tools would assist students in practicing language skills, gaining new vocabularies, and enhancing their comprehension of the lesson material. This analysis provides an outline for the next researcher, revealing that in 2017, several online learning platforms are available for EFL students to study from home. This study, on the other hand, is useful in providing comprehensive information about the other perspectives on certain online learning platforms.

The third research, by Englishtina (2016), seeks to explore how the Google Classroom framework can assist teachers in language teaching and the effects of using it for both teachers and students. Planning, initiating, analyzing, and reflecting were the measures taken in designing the model that would be used in this report. The research approach is descriptive qualitative research. The participants are students from the University of 17 Agustus 1945 Semarang's English Language Program's second semester. The study's findings indicate that using the Google Classroom application allows teachers to function more efficiently because they can easily handle their classes, particularly when it comes to giving assignments and grades, all while using their smartphones. Students profit from using this tool from their own mobile so they can quickly complete assignments, review their grades,

and stay on track even though they are missing. As a result, both the teacher and the pupil benefit immensely from the Google Classroom program.

The fourth research by Subandoro & Sulindra (2019), who discovered that Google Classroom is a helpful learning management device for students. Furthermore, Google Classroom has been shown to aid in the writing process, especially during the revision stages. To summarize, students perceive Google Classroom to be the solution to 'mobility in learning' and to accelerate the learning process beyond time and space.

This study bears some resemblance to those fourth studies, as explain above. The goal of the study, which is the use of an online learning environment in an EFL classroom, is close to that of other reports. Both of these experiments center on the usage of online learning platforms in EFL schools, with the results showing that online learning platforms had a favorable outlook toward students and teachers in the teaching and learning process. However, the focus of this analysis is on students' impressions of Google Classrom in EFL schools. This study will also carried out at SMA Gajah Mada Bandarlampung.

2.2 Theoretical Framework

2.2.1 Definition of Google Classroom

Google Classroom is a free online classroom app that allows students and teachers to collaborate. Teachers can also develop and deliver assignments to students (Beal, 2017). It allows teachers to easily create communities in which they can post assignments and announcements. Google Classroom has the potential to transform students into active participants. Teachers should use Google Classroom

to develop active lessons that are student-center, interactive, and memorable because it offers simple learning features and allows students of all types to collaborate. Google Classroom is beneficial to all types of pupils, including adults. It also has others. It also has some advantages, such as being paperless, being accessible from anywhere as long as there is an internet link and from any computer, allowing teachers and students to chat, providing inputto students, and customized learning. It includes a learning function that allows teachers to actively develop and manage assignments while also providing input to nine students. Teachers can manage their students' jobs more easily with Google Classroom. It is very useful to both teachers and students due to its ease of use.

2.2.2 Aspect of Google Classroom

Google Classroom is a fantastic tool for improving each student's abilities and skills. Students can study both independently and with instruction. On the main menu of Google Classroom, there are three pages: 1) Stream, which is a notification page with announcements or talks from the teacher. The student can also directly replay the conversation. Google Classroom's chat features enable teachers and students to communicate with one another. Interaction with these facilities can be done in classes or individually, allowing the instructor to keep track of their students' competency progress.

When a student has an issue or has a personal question, the instructor will speak with him or her. Chat rooms can help students interact and collaborate more effectively. 2) In class, teachers must schedule materials and submit them to classwork so that students can view them without being limit by space or time. The content may be in the form of articles or text, photographs, audio, videos, or a

variety of other teaching materials. Also, the submission of online assignments by students may be track systematically. Along with the supportive resources, the teacher will also create a Quiz Assignment, which allows the teacher to see the results of the students' work and show scoring. 3) People, it demonstrates that the teacher is aware of the participants of the class and that the teacher is aware of whether or not the students engage in the classroom (Harjanto & Sumarni, 2019).

According to recent research, the analysis was be useful in identifying and assessing the viewpoint of quality teaching and learning by teachers and students using Google Classroom (Iftakhar, 2016). The use of Google Classroom is simple and engaging for students; however, some of the functionality offered by Google Classroom can be confusing (Nurhayati, 2019). Finally, this research shows that using Google Classroom during this pandemic is very successful and helpful in terms of improving students' competence skills, discipline, and meeting the government's requirement to keep the teaching-learning process going.

2.2. 3 Aspect of Online Learning

Online learning encompasses a variety of technology such as the internet, twitter, chat, new communities and messages, as well as audio and video conferencing, both of which are use to teach students through computer networks. It encourages the learner to advance at their own speed and at their leisure. Meanwhile, in online learning, instructors serve as facilitators rather than transmitters of knowledge material, and information and communication technology is seen as a platform that improves students' learning experiences. Furthermore, The Internet can be use to read the latest news from around the world as well as to obtain some kind of knowledge for a variety of reasons, such as

learning more about a hobby or improving one's health (Dogruer, 2011). Students learn through e-learning resources that are open to anyone and easily accessible. However, several aspects contribute to the success or lack of online instruction and learning. For online education to thrive, all students and teachers must understand the importance of how it operates and have confidence in the medium and different online platforms (Moawad, 2020). Meanwhile, according to Neda (2011), e-learning is characterize as the use of electronic systems such as the internet, computers, and multimedia with the goal of lowering costs. On the other hand, online learning is describe as "learning interactions in synchronous or asynchronous environments using various devices (e.g., cell phones, computers, etc.) in a synchronous or asynchronous environment" (Dhawan, 2020). Through the aforementioned concepts, it is clear that e-learning, also known as online learning, is associate with the use of interactive media to transfer or facilitate teaching and learning in an EFL classroom.However, some experts have define the various forms of online learning, as follows:

1. Algahtani (Algahtani) (2011) There are two basic forms of e-learning: computer-based learning and internet-based learning. Either portion of computer-based learning can be use in one of two ways: computer-based guidance. Without actually teaching, computers assist teachers in the area of instructional administration. Computers, on the other hand, are use to provide support resources such as multimedia applications in the classroom or as a self-learning aid outside the classroom in computer-assist learning.On the other hand, internet-based learning makes material accessible on the internet, including access to related sources, e-mail

providers, and references that students may access at any time and location, as well as the presence or absence of instructors, via an internet connection.She did, however, split the completely online mode into two categories based on contact timing, such as "synchronous" and "asynchronous." By adjusting the interaction's pacing, it can be rendere "asynchronous." Synchronous timing entails alternate on-line connectivity between teachers or professors and learners, or between learners and asynchronous, enabling both members to communicate with each other across the Internet (Algahtani, 2011).Asynchronous learning helps students to communicate with professors and still chatting with one another over the internet using technologies like video conferencing and chat rooms. Asynchronous mode also helps students to communicate with teachers and each other over the internet at various times. As a result, there is no immediate contact, but rather later, with the use of mechanisms like thread conversation and emails (Algahtani, 2011).

2. Internet-based learning, is another advancement in computer-based learning that makes information accessible on the Internet, along with connections to relevant knowledge hubs, samples of e-mail services, and references that can be access by learners at any time and location, regardless of the presence or absence of teachers or educators divided this into four categories: mixed or combined, assistant mode, and fully online mode, based on the degree to which those functions are use in higher education. As require, Assistant mode augments the conventional system. A partly conventional approach that is made by combining or blending gives a short-term degree. The most

comprehensive change in the online mode is to use the learning network exclusively.

E-learning is a method of learning that uses an interactive program, such as the internet or a computer screen, to assist in the learning process. This study goes into some of the features of online learning. According to Rusman (2013), online learning has the following characteristics: Interactivity in online learning refers to the availability of many communication networks, either actively (synchronous) through messaging and calling or implicitly (asynchronous) like a website.

1. Self-sufficiency: Self-sufficiency looks for consistency in terms of time, place, teacher, and materials. Training becomes more focused on the student as a result, also known as student-center learning.

2. Accessibility: A wide-ranging internet network makes instructional materials more available than conventional learning information delivery.

3. Enrichment is done by enrichment experiences, learning events, and material show. It allows for technological devices such as video streaming, simulation, and animation.

Since e-learning is described as the use of information and communication technology to provide both teachers and students with access to online learning/teaching tools. Online learning has certain benefits, such as the freedom to concentrate on the interests of particular students. For the following factors, online learning is regarded as a limit:

1. As time and location considerations are taken into account, this becomes more versatile. Any student has the choice of choosing the venue and time

that is most suitable for him or her. E-learning provides organisations, as well as their students or learners, with a great deal of versatility in terms of delivery time and location, as well as learning content.

2. Through convenient access to a vast volume of content, e-learning increases the usefulness of expertise and skills.

3. With the use of discussion boards, it is able to cultivate interactions with all learners. New opportunities are opening up as a result of the use of information and communication technology network tools: access to modern information and educational resources, educational, methodical, and scientific information, widespread use of training programs and electronic textbooks, organization of operational consulting assistance, simulation of research activities, and conducting virtual training sessions (seminars, lectures) (Sandybayev, 2020).

4. Individual distinctions between learners must always be taken into account in e-learning. Some pupils, for example, tend to work on small aspects of the course while others are able to go over the whole course.

5. E-learning aims to compensate for a shortage of university personnel, such as instructors, facilitators, lab technicians, and other specialists.

6. E-learning makes for self-paced learning. The asynchronous path, for example, enables students to learn at their own pace and tempo, whether slow or quick. As a consequence, it enhances pleasure thereby lowering tension (Algahtani, 2011)

Despite the advantages it offers in the classroom, its instruction has some disadvantages.Excessive use of technology and improper e-learning

implementation will result in a variety of issues, including inadequate communication, a sense of alienation, dissatisfaction, stress, and, in some situations, poor learning and teaching efficiency, wasted time, and revenue loss. The same coin has two sides of it. The following are some of the limitations of e-learning as a result of the studies:

1. Ineffective communication: Online learning eliminates the potential for face-to-face contact with the teacher, which is critical for forming a relationship with the student and the teacher during the teaching and learning period. According to some studies published in the International Review of Research in Open and Distance Learning, online learning can lead to misunderstandings between teachers and students, which can have a detrimental impact on the learning process and student outcomes due to task misinterpretation.

2. Lack of motivation: Online students fail to remain focus when learning because they are easily overwhelmed by other items. For students who have problems controlling time and procrastinate, operating at their own speed is a drawback. This students are more likely to succeed in conventional learning structures.

3. There's a fair risk it'll be lost.

4. Limit mobility in rural areas: Online teaching and learning requires the availability of hardware, applications, and networking. If none of these are open, online learning is an alternative. Others who are unable to accomplish their goal lack ready access to a computer and Internet connection, and those who do have the necessary equipment believe it is unfit for use.

2.2.4 Definition of Perception

Perception is the capacity to perceive an entity, occurrence, or relationship by inferring and understanding knowledge (Rakhmat, 2007). In the other perception, Chairunnisa (2011) suggested in her study that perception is the representation of the stimuli in the senses in order to create a coherent and integrated response within the organism. She also suggested that there are certain elements of the vision phase that are as follows:

1. Selection is the method of filtering stimuli from the outside using the senses; the duration and type of stimulation may be many or few in this process;

2. Interpretation is the process of arranging information so that it has significance for someone;

3. As a response, interpretation and experience are convert into behaviour. The collection, analysis, and rounding up of information are all part of the perception process.