

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Previous Research**

There are some researcher that has conducted related to this study, as follow:

The first previous study came from Hassan *et al.* (2020) who conducted a research with the title *Covid-19 Pandemic: Langkawi Vocational College Student Challenge in Using Google Classroom for Teaching and Learning (T&L)*. The study aims to identify the challenges faced by students in using Google Classroom as a T&L method during Covid-19 pandemic. They conducted this study on 39 students of the Diploma in Culinary Arts at Langkawi Vocational College. This study involves a quantitative study that used average, standard deviation, percentage, frequency, and score. Data were collected using a modified questionnaire. The questionnaire used a five-level Likert scale which were strongly disagree, disagree, uncertain, agree and strongly agree. The results showed that the overall challenges faced by students in online learning were high.

The second previous study came from Islam (2019) entitled *Bangladeshi University Students' Perception on Using Google Classroom for Teaching English*, University of Chittagong. Islam (2019) conducted a research to analyze students' challenges on the use of Google classroom to learn English at the university level in Bangladesh. Prospects include the perceptions of Bangladesh students that Google Classroom can help students and teachers communicate, and develop and

organize their work to learn English effectively. Questionnaire as data collecting technique in this study to find out the challenges faced by students in using Google Classroom to learn English. The researcher used a “narrative analysis” method to analyze the comments, responses and the problems of the participants. The finding of this study showed the most common challenge faced by students is lack knowledge of proper technology about Google classroom. Many students say they started using Google classrooms without proper training from the experts; even some students do not know the basic functions of Google classroom. Only caring teachers teach them how to join the class. Students also mentioned some of the technological barriers they faced when using Google classrooms are for example, lack of private messaging options, barriers to using Google classrooms that have email addresses with different domains, students cheating on assignment collection forums and problems with homepage auto-updating (stream).

The third previous study came from Bagata, *et.al* (2020) entitled *EFL University Students' Perception on The Use of Online Learning Platform In The Covid-19 Pandemic, Universitas Islam Malang*. The study explained the perceptions of EFL students about the use of online learning platforms in the Covid-19 pandemic and examined the differences in student perceptions based on gender. The researcher conducted a quantitative research using a survey design method in the sixth batch of English education at the Universitas Islam Malang. The research instrument used an online questionnaire using a five-Likert scale type. In this study the researcher used purposive sampling. Researchers used descriptive statistics to

determine EFL students' perceptions of the use of online learning platforms and used an independent sample t-test to determine differences in student perceptions about using online learning platforms based on gender. The researcher found that the perceptions of EFL students about the use of platforms in online learning had a positive perception. The findings also show that there are significant differences between men and women in the use of online learning platforms. Male students gave more positive views than females in using online learning platforms. The results of a questionnaire on the students' perceptions, students feel that online learning platforms help them in submitting assignments, because online learning platforms can save time and energy for students in doing and submitting assignments electronically. In regards to the students' challenges on online learning, the result showed that some students need problem solving technology tasks to help them in using online learning platforms.

The fourth previous study came from Allo (2020). This study is entitled *Is The Online Learning Good in The Midst of Covid-19 Pandemic? The Case of EFL Learners*. The researcher conducted this study to discuss about learners' perceptions of online learning during the Covid-19 pandemic. The researcher used a qualitative method in this study. The subjects of this study were students of the Universitas Kristen Indonesia Toraja English study program. The instrument used in this study was a semi-structured interview. Thematic analysis is used in this study. The results showed that students' perceptions of online learning indicated that online learning was good enough in the midst of the COVID-19 pandemic. Students find online

learning very helpful in the midst of a pandemic. Researchers also highlighted the availability of internet access, financial problems, and the implementation of online learning. Seeing the condition of students in financial problems, it is hoped that lecturers can take advantage of facilities such as the free Messenger application in the Online Learning System.

The fifth previous study came from Oyarinde and Komolafe (2020). This study is entitled *Impact of Google Classroom as an Online Learning Delivery During Covid-19 Pandemic: The Case of a Secondary School in Nigeria*. The goal of this research is to look into the impact of Google Classroom as an online delivery platform in Nigerian secondary School during Covid-19 pandemic. In this study, a mixed methods approach was used. An online questionnaire on the Google Classroom Attitude Scale (GCAS) was used and the online Semi-Structured Interview Guide (SSIG) developed by the researcher was used to collect data about students' perceptions of Google classroom. The mean, standard deviation, and t-test were calculated and analyzed using statistics by the researchers. Content analysis was used for qualitative data analysis. There were 140 participants. The results show that Google's classroom platform as an online learning delivery has a positive effect on students' academic achievement, attitudes and their perceptions during the pandemic in Nigerian secondary schools. The researchers found Google Classroom recommended that education stakeholders should effectively prepare students to use this platform for their learning activities during the pandemic. This platform is able

to help students and teachers to connect, collaborate, create assignments, assess students, and post-learning materials.

As can be seen from previous studies, they can guide the researcher to write the present study with a similar topic, but with different subjects. The differences between this study and previous studies are the level of grade institutions or school and subject students. Those five previous studies have several differences. The first previous study discussed students' challenges in the use of Google Classroom in Covid-19 pandemic. The components of those challenges were divided into four aspects : Challenges of using Google Classroom for Internet Network aspect, Challenges of using Google Classroom for ICT Knowledge aspect, Challenges of using Google Classroom for Easy to Use Response aspect, and Challenges of using Google Classroom for Motivation aspect. The second previous study discussed the students' perception challenges on using google classroom to learn English at university level in Bangladesh. The third previous study discussed the perceptions of EFL students about the use of online learning platforms in the Covid-19 pandemic and examined the differences in student perceptions based on gender. The fourth previous study discussed about the effectiveness of online learning in the midst of the Covid-19 pandemic. The last of the previous study analyzed the impact of Google Classroom as an online learning delivery platform during Covid-19 pandemic.

Furthermore, in this present study, the researcher focuses on the students' perspective toward utilizing Google Classroom as an online learning platform in

English lessons at SMK Negeri 1 Talangpadang. The goal is to minimize student learning barriers so that the teaching and learning process can run effectively.

## **2.2 Theoretical Framework**

### **2.2.1 Teaching English as Foreign Language**

English is considered an important language to learn. Learning English is about learning skills - reading, writing, listening and speaking. In the process of learning these skills, a student must complete various tasks and activities. Mandasari & Oktaviani (2018) stated that in Indonesia, English is not used for daily communication, because English is considered as a foreign language. Indonesians use English as a communication tool. According to Ayu & Idrawati (2018) Indonesia has implemented the teaching of English as a foreign language in schools that are taught starting from elementary school, junior high school and senior high school.

Effective teachers will provide a natural learning environment for students. Setiyadi (2006) stated that language teaching is influenced by ideas about the nature of language theory and learning conditions that make students acquire language learning theories. Differences in language theory can affect the selection of teaching materials and can affect teaching methods.

The curriculum and pedagogy of English as a foreign language have emphasized the importance of teaching communicative strategies and the use of language functionally, so that the purpose of teaching and learning English is to

become better at communicating (Broughton 1980). The communication can be in oral and written forms.

In learning English, there are four aspects of language skills, they are: listening, speaking, reading, and writing. The aim of teaching English should develop from learners' intercultural communicative competence in English to enable them to address problems associated with wider use of English in a local and international context in a 'global village' (Bayyurt 2006).

According to Smith (1991) there are several functions of learning English (1) accelerating national development because many modern science resources are only available in English; (2) can create relationships with other countries; and (3) implementation of national foreign policy. In addition, the aim of teaching English in secondary schools is to be able to promote Indonesian Culture to other nations. Therefore, teaching English to secondary school students is very important.

Students are expected to be able to apply their English skills for better communication in oral or written forms. Fun learning will increase students' interest in learning English, so teachers are expected to use fun teaching methods to attract students' interest in English lessons.

### **2.2.2 English Teaching Media**

Learning media is a very important element in the learning process. Teaching media can contribute to the learning process, especially during this pandemic. Oktaviani and Mandasari (2020) stated that students need to use

learning media in accordance with their characteristics as digital native and can motivate them to learn English. According to Sari and Putri (2019) language learners should be provided with a user-friendly learning media to help them build their knowledge of language. Students and teachers must be able to use different media in their classrooms through different technologies. The media provide teachers and students with creative and practical ideas (Tafani 2009).

Online media is an important evolution in information communication and technology at this time. According to Ridho et al. (2019) many people feel that ICT will make the learning process more enjoyable and interesting. Using technology in teaching and learning is useful for the teaching and learning process. According to Rahmad (2019) learning by using technology provides opportunities for teachers to be able to improve and develop their competences, especially in pedagogic and professional competences. The use of technology in learning activities is assumed and expected to be a solution in overcoming learning problems which have become ineffective due to the Covid-19 pandemic.

Language teachers need to learn how to take advantage of technology and how to integrate it into their teaching skill. Rokhayani and Utari (2014) stated that the teacher is the main key in the classroom during the teaching and learning process. Students are facilitated to think and develop their thoughts about the material presented by the teacher. According to Iftakhar (2016) Google Classroom is considered to be one of the best platforms out there to simplify and improve teacher workflow. Shahrane (2016) stated that Google Classroom can be used

as a pedagogical or cognitive medium to help in changing the focus of the classroom from teacher-centered to be student-centered and open to inquiry, dialogue, and creative thinking on the part of learners as active participants.

The use of technology in the learning process is necessary. Teachers are required to be creative in using the media in their teaching methods. Teachers are expected to be able to create ideas to make teaching more enjoyable. On another hand, teachers can improve their competence, especially in pedagogical competence.

### **2.2.3 Google Classroom as Learning Management System**

Applications are needed to facilitate learning activities during this pandemic. Teachers use several learning applications to support online based learning, such as Google Classroom. According to Islam (2019) Google Classroom is an online learning platform developed by Google to enable teachers and students to engage in online learning in more innovative way. According to Ventayen, et al. (2017) Google is introducing new tools that will help educators be more effective at learning.

Google Classroom is an application that can support learning made by Google but it is still rarely known by most educators in Indonesia. Negara (2018) stated that Google Classroom can be used as a means of communication between students and lecturers, in organizing classes, especially when students and lecturers cannot do face-to-face learning. This application service is assumed to be an alternative in solving problems and challenges in learning with current

conditions. Astuti and Indriani (2020) argue that the teachers can give materials and tasks in doc, PPT, or YouTube link form through these applications.

Google Classroom is an online platform that allows teachers to easily post announcements, share learning materials, assign assignments, and evaluate student work. Iftikhar (2016) stated that It provides a powerful set of features that make it an ideal tool for use with students. According to Sudarsana, *et al.* (2019) Google Classroom provides a central site for communicating with students, sending feedback and providing homework. Some of the main strengths of Google Classroom are the time-saving and easy-to-use organizational features.

Google Classrooms help teachers to save their time, keep classes organized, and communicate better with students. Teachers can make effective use of class time using Google Classroom (Azhar & Iqbal 2018). Because the teacher can set a time limit for the assignment, the application can help students be more disciplined in completing their assignment. Anyone using Google Apps for Education can use this free productivity tool, including Gmail, Drive, and Docs". Islam (2019) stated that Google Classroom brings more professional and authentic technology to use in a learning environment.

In Google Classroom a teacher can make announcements, assignments, take exams or even send an email to students. Teachers can contact guardians by email (if they provide their email address) with just one click. Google has Google Doc, Drive, Calendar and forms which can be integrated with Google Classroom for more interactive learning and teaching.

It is obvious that using Google Classroom as a platform in online learning is expected to make the teaching and learning process easier for teachers to deliver material courses in online classes and still maintain student enthusiasm in learning English even in online situations, so the teaching and learning process can run effectively.

#### **2.2.4 Student's Perspective toward Online Learning**

Student perceptions need to be known. Bagata *et.al* (2020) stated that perception is an important psychological aspect for humans to respond to the various aspects and symptoms that surround it. Online learning means all teaching and learning activities in a subject are delivered through a network that provides access and exchange of knowledge. Ally (2008) Online learning is considered the use of the internet in accessing material; interacting with content, teachers, and other students; and get help in the learning process to gain knowledge, make meaning, and advance through the learning experience.

Google Classroom can be beneficial and improve previous learning outcomes. According to previous study Bagata *et al.* (2020) showed in his research that students feel online learning platforms help them in submitting assignments, because online learning platforms can save time and energy for students in doing and submitting assignments electronically. In online learning students can still communicate with the teacher to discuss when they do not understand the material presented by the teacher.

Online learning platform has been implemented by some teachers. Cakrawati (2017) showed that students who take online learning consider that an online learning platform is a user-friendly learning resource that makes it possible to communicate with teachers and friends outside the classroom. In addition, students agree that the use of electronic learning tools at the learning stage is beneficial because it saves time and effort.

Student perceptions are important to be known as input for teachers and institutions in carrying out this online learning process so that it can continue optimally. Allo (2020) found that students' perceptions of online learning is quite good and very helpful in the midst of the Covid-19 pandemic. Given the availability of internet access, the students said that teachers are better off giving individual tasks to physically distance themselves due to the pandemic, group assignments are needed to help friends who do not have internet access. Regarding the implementation, the student suggested that the material and assignment must be preceded by an explanation. Because of this, they recommended Voice Notes to use when giving instructions.

In this study, students' perceptions of the use of Google Classroom as an online learning medium are things that must be paid attention by teachers, so the teachers and other educational institutions can find out what students think about the use of Google classroom as a platform to support online learning activities. Students' perceptions will be able to show the effectiveness of this online learning platform so the online teaching and learning activities can be accepted by students.