

CHAPTER II

REVIEW OF RELATED LITERATURE

Once a research problem has been identified, a review of related literature is needed. By reviewing the related literature, the researcher can relate the previous research and the theory to the problem under investigation. This chapter is devoted to review some relevant theories underlying this study. It consists of some items such as student' perception, online learning, Learning Application, Google Classroom, the benefits of Google Classroom, the strength and weakness of Google Classroom, the problems faced by the students on using Google Classroom and previous study.

A. Students' Perception

Perception is a word that is closely related to human psychology, it has been defined in various ways. From a layman's perspective, the perception is defined as the conscious act of a person's environment through physical sensation, which demonstrates the ability of individuals to understand. Meanwhile, in the opinion of expert, "the perception is defined in accordance with the opinions and views of someone" (Unumeri, 2009:18). Students have their own opinion toward something they gets from teaching-learning process and how they reach toward it. Students' perceptions are students' point of view toward something happened in the learning process. The result suggests teachers to improve the learning process (Shidu, 2003).

Perception is the experience of an object, event, and relationship acquired by resuming information and interpreting a message (Ridho et al., 2019). It explains perception, giving meaning to stimulus-response in resuming information and predicting a message that involves attention, hope, motivation, and memory. And than according to Agung & Surtikanti (2020) develops perception as a phase of the whole process of action,

which allows us to adjust our activities to the world we live in. Here, the students' perception can be described as the developed opinion after having a specific experience that needs adjustment.

From the definition above, students' perception is how students' thought to response to what they have done and learned. In this case, the perception is on the use of Google Classroom. Each student has a different expectation on Google Classroom. So, the researcher felt the need to explore students' perceptions towards the use of Google Classroom as the first step to overcome the problems.

The main topic of the study was to investigate what was the topic of the study, namely students' responses about the use of Google Classroom in LATD course as one of the learning tools. Researchers use survey methods to achieve data and research behavior in fifth semester students. According to Sariffudin (2013), In general, learning media means teaching and learning tool which can be used to stimulate skills of learners, thoughts and feeling, therefore to facilitate the learning process.

While, According to Janzen (2014) Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications. So, it can be concluded Shaharane take the category perceived ease of access, perceived usefulness, perceived communication and interaction, perceived satisfaction from Janzen (2014) and Sariffudin (2013).

B. Online Learning

Online Learning is defined as the creation and proliferation of personal computers, the globalization of other human ideas and actions, and the use of technology in exchanging ideas and providing access to more people. Audio, video, computer, and

network technologies are often combined to create diverse instructional delivery systems. The basic method for uniting distance learning instructors with remote students is networking (Collins ,2002).

Ring and Mathieux (2002) suggest that online learning must have high authenticity (students must learn in the context of the workplace), high interactivity, and high collaboration. Rossett (2002), Online Learning has many promises, but it requires commitment and resources and must be done correctly. Doing it right means that online learning material must be properly designed, with learners and learning in focus and that adequate support must be provided.

Online learning is a strategic step in preventing the transmission of Covid -19 outbreak in the world of education. This is because the essence online learning is carried out without meeting in person. Lately, many educational institutions are using technology online learning systems to support learning activities. This requires the teacher to redesign his learning strategy. Teacher should prepare a learning plan that facilitates students to learn from home. The selection of the right learning strategy accompanied by noble morals, in carrying out the teacher leaning process is needed in succeeding the learning program from home. This is finally to make it easier for students to learn in this pandemic period (Kurniasari, 2020).

Online learning is a process learning by the teacher and students who are unable to meet face to face physically and together in one place the same. The online learning process is carried out- use the help of electronic media technology base to that learning needs students can be well accommodated. Deep online learning students can do effective communication with teacher though there are also some obstacles and distractions that found. Some evaluations of online learning is done at there are various limitations that exist both from the students side or from the teacher's side in mastery distance learning

applications used or also because of other factors. Such as network limitations and others as (Hikmah, 2020).

C. Learning Application

According to Jogiyanto (2001) the application is an implementation, storing things, data, problems, work into a means or media that may be used to implement or implement existing things or problems so that they change become a new form without removing the basic values of data, problems, work itself. While according to Supriyanto (2005) application is a program that has activities processing of the commands required to carry out the request users with a specific purpose. According to James O. Whittaker in Darsono Learning may be defined as the process by which behavior is originated or is altered through training or experience.

(Whittaker in Darsono, 2000: 4). In the Big Dictionary Indonesian, learning is defined as “a process, action, how to make people or living beings learn” (KBBI, 1995: 15). Gagne, Briggs, and Wagner in Udin S. Winataputra (2008) the meaning of learning is a series of activities designed to enable the learning process in students. From the above understanding, it can be concluded that the application Learning is a program that serves as a tool, material or techniques used in teaching-learning activities with the intention of so that the process of educational communication interaction between teachers and students can be it takes place appropriately and effectively.

D. Google Classroom

According to Citra (2016) Google Classroom is one of the features offered by Google for teaching and learning activities in the classroom. Erdiawan (2015) said that Google Classroom is a set of free tools from 30 Google including Gmail, Drive, and Docs, available for Google Apps for Education users. Google Classroom are intended to help teachers or instructors and collect tasks without using paper, including features to save

time for everyone and also create drive folders for each task and each students, so that 5 everything stay organized.

Another definition about Google Classroom by Pradana and Harimurti (2017) is a product from Google for education that very special because it has a lot facilities in it, such as giving announcements or assignments, collect assignments and check the assignment. Google Classroom is actually designed to facilitate lecture interaction with students in virtual word, it provides opportunity for lecturers or teachers to explore scientific ideas they have for students in Albantani (2018). In summary, Google Classroom make it easier for teachers and students to make, share collect their assignment without using paper, facilitate teachers to interaction with their students in cyberspace every time and everywhere.

Google Classroom is a kind of an E-learning platform. E-learning provides benefits for students and lecturers. For students, E-learning is an alternative to learn the process that does not need to take place outside the lecture hall, forming learning independence, helping to make learning lifelong learning, and encouraging students to interact with one another. Whereas the benefits for lecturers, E-Learning changes teaching styles that have an impact on work professionalism, provides opportunities to assess students and evaluate each student's learning and explore themselves efficiently (Singh et all, 2005).

E. The Benefits of Google Classroom

Google Classroom is a free suite of productivity tools that includes email, documents, and storage. It was designed collaboratively with teachers to help them save time, keep classes organize and improve communication with students and also make it easier for students and teachers connected everywhere and everytime. According to Lynch (2018) benefits of Google Classroom as follows:

1. Accessibility

Google Classroom can be accessed from any computer via Google Chrome or from any mobile device regardless of platform.

2. Paperless

Teachers and students can complete assignments and assessments directly through Google Classroom, and their work is also saved to Drive.

3. Time Saver

Google Classroom can be accessed anywhere, teachers will have more free time to complete other tasks. Google Classroom can be accessed from a mobile device, teachers and students can participate through their phones or tablets.

4. Communication

Teachers and students can send emails, post to the stream, send private comments or assignment, and provide feedback on work. Teachers have full control over students and posts. They also communicate with parents through individual emails or through classroom email summaries which include class announcements and due dates.

5. Feedback

Providing meaningful feedback to students is a valuable part of all learning. Teachers can send feedback to each student on assignments.

In addition, Google Classroom indirectly teaches students to be more discipline in learning with calendar feature that reminds deadlines of each tasks. Based on Google Website in Afrianti (2018) Google Classroom give some benefits are the classroom can be prepare easily, 34 save time and paper, easy to organize, improve of communication and feedback, and can be used with applications that we use.

Google Classroom had managed to host over 30 million assignments uploaded by teachers and students. It indicates that this application is an interesting medium for the teaching-learning process that can be brought to our Education (Iftakhar, 2016).

Google Classroom is a web-based course management system (CMRS). It provides a venue for instructional delivery and learning processes where students obtain education through communication, interaction, and discussion. This is also a platform for teacher to deliver their courses; they can assign students to upload works and other assignments. In this way, Google Classroom facilitates teachers and lecturers in creating and organizing assignments, feedback, and communication with the classes (Shaharane, Jamil, & Rodzi, 2016b).

F. The Strength and Weakness of Google Classroom

There are some strength of Google Classroom in use. First, it is easy to use. Its design is simple, so both teachers and students can understand it easily. The instructional interface and options are also very simple. Students can submit their assignments easily, revise their assignments, and check their scores given by the teacher also do their work without using paper anymore. Second, it saves time. It is designed to save time because it is integrated into Google apps. It has features to save teacher's and students' time. Third, it is cloud-based. It helps teachers and students to save a big number of files of teaching and learning materials. Fourth, it is flexible. It is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environments. Fifth, it is free. Anyone can access this by signing up for their Google Account. At the last, it is mobile-friendly. It can be accessed anywhere and everywhere as long as there is an internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning (Diana, Yunita, & Harahap, 2021).

There are some weakness of Google Classroom in use. The first is difficult account management. Google Classroom does not allow access from multiple domains. Second, no automated updates. Activity feed does not update automatically, so students will need to refresh regularly in order not to miss important announcements. Third, difficult students

sharing. Students can not share their work with their peers, unless they become “owners” of a document and even they will need to approve sharing options, which will create a cheap if they want to share a document with their classmates. Fourth, no automated quizzes and test. One of the main reason that Google Classroom can’t yet fully replace learning management system is that it does not provide automated quizzes and tests for students. In general, Google Classroom is more suitable for a blended learning experience than a fully online program (Pratiwi, 2020).

G. The Problems Faced by the Students on Using Google Classroom

Google Classroom is the newest media for students in learning English. Students had challenges using it. The most common challenge by students is the lack of proper technical knowledge about Google Classroom. They were also some technological barriers. They faced namely a lack of private massaging options, cheating opportunities, and auto-update home page problems. (Islam, 2019).

Google Classroom also has some limitations. Some of them as mentioned by Pappas (2015) are limited integration options, no automated updates, difficult learner sharing, and editing problems. There is no auto-update feature in Google Classroom; it makes learners miss an important announcement because they should refresh it regularly. Also, students can not share their documents with others without permission from the teacher. Learners can only edit assignment after they create and distribute to Google Classroom. They can keep and delete any part of the assignments.

H. Previous Studies

There are some previous studies in this research. One of them is a survey on students’ perceptions of the use of Google Classroom in online learning on English lesson at SMA N 5 Tebo by Lafhiola (2021). This study aims to determine students’ perceptions of online learning in English subjects through Google Classroom at SMA N 5 Tebo during

the covid-19 pandemic. This study uses descriptive quantitative methods in the form of surveys where the instrument is a questionnaire. The population of this study is all students SMA N 5 Tebo. It is stated that this study received a positive response about students' perceptions of online learning in English subjects through Google Classroom, it can be concluded that Google Classroom can be said to be good enough (Lafhiola, 2021).

The second previous study is Students' Perception on the Use of Google Classroom in Language Learning (Descriptive Research at Semester 5th English Education Department Muhammadiyah University of Makassar) by Pratiwi (2020). The objective of this research is to find out the students perception on the use of Google Classroom in language learning especially the easiness of the use Google Classroom and performance of Google Classroom in language learning at semester 5th English Education Department Muhammadiyah University of Makassar. The researcher used Descriptive Quantitative Method and used questionnaire. The research subject was 30 students of C Class of 2016 English Education Department Muhammadiyah University of Makassar. Based on the research findings, it could be concluded that the students' perception on the use Google Classroom have positive respond. Most students agree with the performance and ease of use of Google Classroom because Google Classroom can facilitate students to save assignments and get information. (Pratiwi, 2020).

Basically, the first and second research above is much the same. The Google Classroom is an essential tool for learners. It has positive effect for learner in language learning. Based on the perception of student, the Google Classroom is effective and efficient to use in learning. It can be used everywhere and everytime. Besides, it makes class sessions more enjoying and interesting. As we know, many students in our college using Google Classroom on their mobile phone. It beneficial for students to carry it everywhere and everytime. Google Classroom can allows the students to be more

discipline in learning with calendar feature that reminds deadlines of each tasks. But, there are problems using the Google Classroom, especially when the students use their mobile phones more and can be harmful to their eyes.

The third previous study is a survey on the use of Google classroom in English language education department of Islamic university of Indonesia by Muslimah (2018). This study aims to recognize the students' responses on the use of Google Classroom for students of English Language Education Department, Islamic University of Indonesia. The method of this study is quantitative research and used questionnaire. The data was analyzed by using frequency and means. The mean score shows $\bar{X} = 3,82$. The result indicated that students feel Google Classroom is useful and they satisfied with Google Classroom as an online learning tool. Previous research focused on student perspectives among 340 students, but the weakness in this study only focused on student perspectives among 47 students. This previous study was conducted in University of Indonesia, and the present study is conducted at IAIN Kediri.