

CHAPTER II

THEORETICAL REVIEW

This chapter presents the theoretical review. It discusses about students' attitude, learning application, e-learning, Google Classroom, implementation of Google Classroom, and previous studies

2.1 Attitude

1. Definition of Attitude

Attitude is a way of thinking about something or behaving toward something. According to Pickens (2005) attitude is an individual's response toward the certain things and situations; a mindset that based on the individual's experience and temperament can make an individual act in a particular way. Furthermore, Ngoyo (2020) also gave a similar definition which is attitude is a reaction to an object or situation that is relatively stagnant accompanied by the presence of certain feelings and provides a basis for the person to make a response or behavior in a particular way chosen. In the learning process, teachers must pay attention to attitudes, because attitudes will affect student responses in accepting teachers and receiving material.

Pickens (2005) also said that attitude is a complicated combination of personality, beliefs, values, behaviors, and motivations. According to Alkasdawiyah (2015), a persons' attitude can be inferred by observing his behavior in situations where he has a choice of positive and negative ways of responding. In line with Ajzen (2005), attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event. This includes your beliefs and positive

and negative feelings about the attitude object. He also added that attitude can guide our experience on our behaviours.

From all definition, it could be said students attitude is the acceptance, and judgment of students towards and object, situation, concept, other person or himself as a result of the learning process and experience in the field that causes feelings of pleasure (positive/very positive) or unhappy (negative/not negative)

2. Aspects of language attitude

According to Jain (2014) classified attitudes into three components: cognitive, affective, and behavioral components or aspects.

a. Cognitive aspect

Cognitive aspect of attitude is an evaluation of the entity that constitutes an individual's opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. This component deals with someone's beliefs, perceptions, and information about the object. It means, the cognitive aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning.

b. Affective Aspect

Affective aspect of attitude is the feeling or emotional response (liking/disliking) towards an attitude object. This component deals with students' expression, like or dislike about the object. Feeling can be affected through mood. People reveal their attitude that matches with current mood and

people will tend to attention to information that helps maintain their current mood

a. Behavioural aspect

Behavioral aspect is a verbal or overt (non verbal) behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. It involves a person's response (favorable/unfavorable) to do something regarding an attitude object. This component deals with a person's readiness for some actions toward an object. Positive attitudes lead to the exhibition of positive behaviour toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve the problem, to acquire the information and skill useful for daily life.

2.2 Learning Application

1. Definition Learning application

Learning application is all about integrating learning management systems and technologies to offer a customized, end-to-end learning solution (Firdausy, 2016). In other words, learning application is a software that enables and encourages virtual teaching, especially self-learning. Learning application adding feathers to the cap in today's e-learning era. Learning apps are making learning easier for students and even making learning entertaining to the core. Learning application is a great learning tool for students who do not have access to a physical classroom. It is useful for students who are working professionals and wish to improve. It allows students living in remote areas to attend classes.

2. Disadvantages of Learning Application

According to Kadir (2018) disadvantages of learning application are:

- a) Learning application can be a big problem at places where the usage of the internet is not so prevalent.
- b) Learning application eliminate real and social interaction, increased mental and emotional health problems.
- c) Somewhile the students' though might have an excellent knowledge in academics but they may not possess the needed skills to deliver their acquired knowledge to others.
- d) With respect to clarifications, offer of explanations the learning process is much easier with the use of the face to face encounter with the instructors or teachers

However, it is indicated that mobile learning cannot replace with formal education but offers methods to support learning outside of the classroom and brings advantages for different interactions (Vavoula, 2010)

3. Benefit of Learning application

Firdausy (2016)said that the benefits of learning application as follows:

- a) Learning application devices are portable and have the affordance to connect to the internet whenever needed
- b) Students engage in the online classroom and interact with other students very easily.
- c) Learning application are stimulating and fun to use; thus, attracting many learners.

- d) Embraces an effortless teaching solution with maximum results. Learners can get the entire module on mobile phones, ensuring timely syllabus completion. Hence, improving results amongst students.
- e) Online tutorials and e-books have made students' life easier and hassle-free
- f) Let learners learn new things at their convenience with round-the-clock availability
- g) Learning application are becoming the new priority choice for learners as they allow them to learn anything in their comfort, at their own pace.

2.3 E- Learning

E- learning is one of types in teaching and learning that allows the process of learning using the internet, intranet or other computer network media. It can be defined as a form of technology that is applied in education in the form of a cyber platform. Antoney (2018) said the term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked, or web-based learning. As the letter "e" in e-learning stands for the word "electronic", it would integrate all educational activities carried out by individuals or groups working online or offline, synchronously or asynchronously, through networked or stand-alone computers and other electronic devices.

There are some ways to define e-learning in some forms. According to Algahtani (2011) there have been several classifications based on the level of their participation in education. Some classifications are also based on the timing of interaction. Algahtani (2011) divided e-learning into two basic categories, i.e. computer-based and internet-based e-learning.

2.4 Google Classroom

1. Definition of Google Classroom

Google Classroom is a free and secure learning platform which is free of advertisements, games and other distractions used to provide a simple way for teachers to create and manage online classrooms, and enable students to connect with teachers and other students anywhere and anytime. It is a program for teachers to create a digital classroom for students to communicate among themselves and with their teachers. It is supported by Eaber (2020). Google Classroom is a free web service developed by Google for academic institutions whose purpose is to facilitate creation, distribution, and grading of assignments in a paperless way.

Furthermore, having an online learning environment such as Google Classroom encourages knowledge sharing and collaboration between the students (Al-Mekhlafi, 2020). It also influences the students to study on their own and become self-dependent. According to Setiadi (2020) Google Classroom is used as a media for learning to interest the students in the learning process, thus help students to increase the result of their study. It corresponds to Hamzat (2020) state that the platform is used by thousands of schools and universities worldwide to make effective use of available collaboration tools for students and faculties with the primary objective of enhancing teaching and learning. Although, the use of Google effectiveness for classroom learning depends on the teachers and students' attitude and as well how important they view it as a learning influencer.

2. Features of Google Classroom

There are many features of Google Classroom, but the general features referred in Edtechteacher (2017) there are some features of Google Classroom as follows:

a. Posting and Sharing

Teachers are able to post links to important class website, post files for students, post teaching material, and other things. This is a very efficient way to distribute class material to students and one of Google Classroom most beneficial features.

b. Assignment and Grading

Teachers and students are able to creating, distributing, collecting assignment into a quick and simple process. Teachers are able to assign any point value to the assignment and add private feedback comments to student assignments.

c. Question and Calendar

Teachers are able to assign any point value to the assignment and add private feedback comments to student assignments. For the calendar, Google classroom automatically creates an assignment calendar for students and teachers to remind about assignment deadline.

As technology develops, Google for education update Google Classroom application and add several new features that aim to improve the quality of Google Classroom. There are new features of Google Classroom as follows: 1) Single View, teachers and students can see the status of the assignment that have been sent, lost tasks, or tasks that have been assessed and returned ; 2) Class Preparation, the

teacher can arrange the class according to the class criteria ; 3) Decimal Grading, teachers will be able to easily use assessment that require high accuracy for example the use of decimal in assessment ; 4) Change the owner of the classroom, the teacher are able to change the classroom or give their class to another teacher without have to make new class.

3. The Advantages of Google Classroom

Google Classroom has many benefits for the students and the teachers, especially for teaching and learning. According to Setiadi (2020), the advantages of google classroom for teaching and learning are

- a. Easy to use and accessible from all devices (chrome, all computers, mobile phones, and tablets).
- b. Effective communication and sharing

One of the greatest advantages of Google Classroom is Google Docs, these documents are saved online and shared with a limitless number of people.

We can create an announcement or assignment using google docs, students can access it immediately through their Google drive, as long as the teacher has shared it with them.

- c. Speeds up the assignment process

Assignment process has never been quicker and more effective, as in Google Classroom you can check easily who has submitted their assignment and who is still working on it, as well as students' feedback immediately.

Effective feedback : Speaking of feedback, Google Classroom gives you the opportunity to offer your online support to your learners right away, which

means that feedback becomes more effective as fresh comments and remarks have a bigger impact on learners' minds.

d. User friendly interface

Google Classroom invites teacher and student to an environment where every single design detail is simple, intuitive, and user friendly.

e. Great commenting system

Students can comment on specific locations within pictures for a variety of online courses. Furthermore, teachers and students can create URLs for interesting comments and use them for online discussion forums.

f. Is for everyone

Teachers can also join Google Classroom as students, which means that teachers can create a Google Classroom for themselves and their colleagues and use it for faculty meetings, information sharing or professional development

2.5 Implementation of Google Classroom

Approach to learning through Google classroom is a part of a strategy that uses technology to facilitate faculty and students in the learning process. Google Classroom is a free e-learning platform for teachers' and learners'. This application can be used on smartphone where both lecturer and students can download it freely and log in easily. The teacher only needs to create a class and share the class code to the students to let them join with the class created. Google Classroom enables teachers to create their online courses with text, pictures, videos, multimedia and file attachment .It also allows teachers to create their own quizzes and tasks. The

tasks are graded by the teacher online and every student is shown his own grade while the quizzes are graded automatically which saves the teacher's time and efforts.

Furthermore, it uses and combines Google apps such as Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling. Through this application, students can submit their assignment easily, revise their assignment, and also check their scores given by the lecturer. Teachers can monitor the progress for each student, and after being graded, teachers can return work along with comments. In short, the time and energy spent by Google Classroom users will be lesser than the usual

SMK PGRI 2 Kediri is one of the schools that have used Google Classroom to supporting learning and teaching. This school starts to use this online learning platform during the pandemic covid-19. All the subject in this school use Google Classroom including English. They can study individually and also do their English assignments in Google Classroom. In addition, they can collect their assignment without using paper, facilitate teachers to interaction with their students in cyberspace everytime and everywhere. Beside using Google Classroom, SMK PGRI 2 Kediri also provides google meets once 2 weeks to increase the effectiveness of online learning there. However all assignments are carried out through google classroom.

2.6 Previous Studies

There are some previous studies that are relevant to this study. The first previous research that is used by researcher is “Students’ Attitudes in Learning English for Tourism Using Google Classroom in Mataram Tourism College” by Putra (2020) from Journal *Journal of English Language Teaching* (ETC). In his research, the result showed that students in Mataram Tourism College feel accessing Google Classroom is easy to access, useful, easy for communication and interaction and feel satisfying with Google Classroom. Google Classroom is easy to use, free, paperless, and flexible for teaching language.

The second previous research that is used by researcher is “Attitude of High School Students in Using Google Classroom as a Learning Management System (LMS)” by Esber (2020) the study revealed that students have a favorable attitude towards the use of Google Classroom as a Learning Management System. Therefore, the academic institutions are encouraged to make Google Classroom an avenue to promote e-learning among the students.

The third previous research that is used by researcher is “Students’ Perception On The Use Of Google Classroom In Language Learning” by Setiadi (2020) show that performance of Google Classroom in language learning were obtained on most students agreed with that because Google Classroom facilitate students to get and save the materials, documents or assignment and send their assignment through Google Classroom

The fourth previous research is “Google Classroom: Malaysian University Students’ Attitudes towards Its Use as Learning Management System”

by Kasim (2021). The purpose of this study is to determine the attitudes of students of Universiti Malaysia Terengganu, Malaysia, towards the use of Google Classroom as their LMS. It has been found that all participants had highly positive views towards the system. They considered Google Classroom as very easy to use, with this factor having the highest mean. They also believed that Google Classroom is highly useful in that it helped them be more productive, allowed them to access materials conveniently and submit assignments quickly, and enabled them to interact with the lecturer and other students. In addition, they indicated their high intention to use Google Classroom.