CHAPTER II

REVIEW OF RELATED THEORIES

In the second chapter of this research, the researcher presents three sub-chapters related to the study. These topics cover (1) definition of technology for teaching foreign language, (2) e-learning, (3) Google Classroom (the definition of Google Classroom, the benefit and limitation of Google Classroom, how to use Google Classroom, advantages and disadvantages of Google Classroom), (4) perception, and (5) previous study.

2.1 Definition of Technology for Teaching Foreign Language

Today's language teachers need to learn how to take advantage of the technology and how to integrate it into their teaching skills. Mustofa (2015) states that technology is a facilitating tool of education which teachers and students get a great deal of benefit from. Computers, smart phones, tablets etc. provide powerful opportunities to learn foreign language. As the use of smart phone, computer etc. is increasingly common among students; teachers need to equip themselves with today's technology. Teachers who introduce technology to their students may get a great deal of satisfaction when they, accomplish better. Teachers may apply technology to their teaching skills. As a matter of fact, when teachers use technology in class they should know students' current language skills and needs. In a nutshell, the role of technology in teaching foreign language is very significant in foreign language teaching process.

Technology has positive effects on teaching and learning the English language. Using technology in foreign language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms. Technology tools for communication, collaboration, social networking, in particular, these tools have transformed how parents and families manage their daily lives and seek out entertainment, how teachers use materials in the classroom with young children and communicate with parents and families, and how we deliver

teacher education and professional development. (Odera & Ogott, 2014:4 in Mustofa 2015).

Effective teachers provide a natural learning environment for learners. Most teachers before lessons consider what they are going to teach and what kind of activities they will apply in their lessons. Upon deciding on this, they get ready through making lesson plan and finding the right resources or elements they will use. First of all technological devices are more interesting for the students to make some useful activities. For example; making online activities with smart board is very enjoyable for the learners. Integrating technology into language teaching and learning will bring about undivided motivation that will lead to achievement.

According to Koiler, government at the federal and state level has turned its attention to technology as a cost-effective to provide training and

professional development for the workforce: literacy, math, and science education for students.

Now education uses technology to increase the learning process and outcomes. Technology as a tool to support better education is stated by Collins as follows:

> "Technology provides us with powerful tools to try out different designs, so that instead of theories of education, we may begin to develop a science of education. But it cannot be an analytic science like physics or psychology; rather it must be a design science more like aeronautics or artificial intelligence. For example, in aeronautics the goal is to elucidate how different designs contribute to lift, drag maneuverability, etc. Similarly, a design science of education must determine how different designs of learning environments contribute to learning, cooperation, motivation, etc. (1992, p.24). "

It is important for educators to keep on improving their teaching method. One thing an educator can do to make it happen is by involving technology in his/her teaching. Technology is a medium to make changes as it is also stated by O'Shea and Self.

> "Educational technologists would not therefore consider the computer as just another piece of equipment. If educational technology is concerned with thinking carefully about teaching and learning, then a computer has a contribution to make irrespective of its use as a means of implementation, for the design of computer-based learning

environments gives us a new perspective on the nature of teaching and learning and indeed on general educational obj0]

=ectives. (1983, p. 59)."

2.2 E-learning

E-learning is part of the new dynamic that characteristic educational system at the start of the 21st century. E-learning is being introduced in the beginning of third millennium. Sangra et.al (2012) state E-learning also be considered a natural evolution of distance learning, which has always taken advantages of the latest tools to emerge in the context of technologies for structuring education. Using e-learning can encourage and improve learner's interaction in the class. According to El-seoud (2014) E-learning has been introduced as a tool in the learning process in the majority of the international universities worldwide. E-learning also used as a tool of teaching and learning in the majority of school. Based on Arkorful & Abaidoo (2014) E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resource.

From those definitions, we can conclude that e-learning is learning which utilizes electronic technologies to access educational curriculum outside traditional classroom and it refers to learning that delivered online. E-learning makes learning process easier, such as, sharing material or file, submit tasks, and do quiz. E-learning also has been applied in many institutions (e.g. school and university). Through e-learning, both teacher and students can easily

communicate. Also, teacher can give feedback on the assignment via online class platform.

E-learning methods, E-learning is basically divided into two types, synchronous and asynchronous. These two types have their own pros and cons. appropriate technique for students depends on how they absorb information. Algahtani (2011) the synchronous timing comprises alternate on-line access between teachers or instructors and learners, or between leaners, and the asynchronous, to him allows all participants to post communications to any other participant over the internet. Whereas asynchronous is e-learning that utilizes Computer Mediation Communication (CMC) to achieve "anytime and everywhere" learning through online discussion. It is similar to synchronous e-learning which focuses on learner using online learning source to facilitate many kinds of information without thinking about time and place.

The main benefit of synchronous e-learning is to enable students in avoiding feeling insulated in communicating with others during learning process, but not flexible about time. Students should put aside their time to attend the online session live and real-time. This type of e-learning is not suitable for busy people. While, asynchronous e-learning make the students able to follow the curriculum with their own desire without worry about schedule. This type of e-learning is appropriate for students who like to arrange schedule of learning by themselves and can choose where and when

they can continue their learning. It makes students feel insulated because there is no live and interactive educational environment.

2.3 Google Classroom

1. The Definition of Google Classroom

Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow (Iftakhar, 2016). It provides a set of powerful features that make it an ideal tool to use with students. Google Classroom helps teachers save time, keep classes organized, and improve communication with students. Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom. It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. According to Muslimah (2018) Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. Google Classroom makes it easier for teachers to handle students work. It is really beneficial for both teachers and students, because it is easy and simple to use.

Google Classroom is only six months old. Within this short period of time, it has managed to host over 30 million assignments turned in by teachers and students that indicates that Google Classroom is being "widely endorsed within the education community. Google Classroom is meant to help teachers manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other Apps. Google classroom allows teachers to spend more time with their students and less time on the paperwork, and it is now even better. Google's latest announcement brings new functionality to Google Classroom. Included in the new functionality is the ability to add more than one teacher, as well as to preparing for classes in advance as well.

2. **The Benefit of Google Classroom**

According to Janzen, M. (2014) in Iftakhar (2016), there are six benefits of using Google Classroom, points out the following benefits of using Google Classroom.

a. **Easy to use:** It is very easy to use. "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."(Janzen, M. 2014)

b. **Saves time: Google classroom is designed to save time.** It integrates and automates the use of other Google apps, including docs, slides,

and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined. Chehayeb, A. (2015), Google Classroom Software Engineer mentions that they built classroom "to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale ,keyboard navigation for entering grades, sort by name on grading page etc. to save teachers' time.

c. **Cloud-based:** Google Classroom presents more professional and authentic technology to use in learning environment as Google apps represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce."

d. **Flexible:** This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. This enables educators to explore and influence, "flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus."

e. **Free:** Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access to all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Google account.

f. Mobile-friendly: Google Classroom is designed to be responsive. It is easy to use on any mobile device. "Mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments."

Features of Google Classroom

Google Classroom is very simple to create and to use. Here all available features are integrated. Once a new course space is created, the instructor can see three taps. These are labeled as about, students and streams. In the same page, on the bottom of the right side, he or she can see a plus sign. If the instructor clicks on it, four different tabs will open named reuse post, create question, create assignment and create announcement. A teacher can keep all files save in the Google Drive. He or she can grade, attach you tube or any link for instructional purpose. From Google Classroom, a teacher can send mail to all students at a time.

3. **How To Use Google Classroom**

Teachers often get frustrated by the pile of papers containing their student unmarked assignments or materials preparation for their class. Google Classroom offers a tool to help them doing their work paperless and efficient. It is a free application that can be operated using smartphone or computer.

According to Englishtina the steps to start using Google Classroom for the teacher or admin are as follows:

Step 1 : Installed the application

Google Classroom can be installed from Play Store found in smartphone for free.

Step 2 : Create a class

Find the plus (+) sign on the right top side. Click it and then choose 'create class'. Complete the information about the class such as the class name, the section, the room, and the subject. Then click 'create' on the right top of the screen.

Step 3 : Add the students

The students can be added by either inform the code that is provided by the application or invite the students by email.

On the other hand, the students should do the following steps to join in the class.

Step 1 : Install the application

The student can find and install the Google Classroom application from Play Store without any charge.

Step 2 : Join the class

Different from the steps for the educator, the students have to choose 'join class' then enter the class code and click 'join' on the right top of the screen.

Once all done, the application is ready to use.

Those steps show how easy it is to use Google Classroom in teaching and learning process. The other thing the teacher and the students need to have to be able to access Google Classroom is that they have to possess a

Google account. The Google account will integrate with Google Classroom and also with other Google's product such as Google Drive, Google sheet, Google Doc and many others.

4. **Advantages and Disadvantages of Google Classroom**

There are eight advantages found in using Google Classroom. Followings are some of them as mentioned by C. Pappas:

a. **Easy to use and accessible from all devices.** It does not need to be a Google expert to use this application. It is very easy to use with simple format. Everyone with Google account can access this application using any gadget, such as: smartphone, computer, and tablet. The user can access it anytime anywhere as long as they have internet connection and the gadget.

b. **Effective sharing.** Google Docs is one of Google product that can be used in Google Classroom. It can be tool for sharing the documents and it is saved online and shared with a limitless number of people. When teacher creates an announcement or assignment using a Google doc, the students can access it immediately through their Google Drive. Teacher just needs to make sure that he/she has shared it with the students. Furthermore, Google Docs are easily organized and personalized in Google Drive folders. So emails are no longer needed to share information. Teacher just needs to create a document and then share it with the students.

c. **Paperless.** No more paper needed material and assignment was shared and submitted in a cloud-based location. No worry about print out or losing the students work anymore.

d. **Speeds up the assignment process.** Google Classroom makes the process of learning becoming fast and efficient. The students do not have to meet the teacher to hand out their work. The teachers just need to upload in the provided folder. The teacher can easily see who has submitted their assignment and who is still working on it, as well as offer your feedback immediately.

e. **Effective feedback**. Google Classroom gives the teacher the opportunity to offer their online support by giving feedback to the students right away. In other words, feedback becomes more effective, as fresh comments and remarks have bigger impact on students' minds.

f. **Clean and user-friendly interface.** Google layout standards stay loyal to clean, Google Classroom invites the user to an environment where every single design detail is simple, intuitive, and user-friendly.

g. **Great commenting system.** The class member can make comments that can become an online class discussion.

h. **For everyone.** Everybody can use Google Classroom not only limited to the teaching and learning process but also can be used for sharing information, professional development or a meeting.

Besides, the advantages of Google Classroom there are several the disadvantages of Google Classroom. According to Ernawati (2018) there are four the disadvantages of Google Classroom.

    a. Web-Based Google Classroom requires the students and teachers to connect to the internet.

    b. Learning in the form of individual so reduce social learning of students.

    c. The impact of the students' knowledge if the students aren't critical and material errors occurrence

    d. Requires hardware, software and high specification of networking.

2.4 Perception

According to Muslimah (2018) perception is a process by which people expose to a situation that is being stimuli, then they will interpret it meaningfully based on their previous experience. Perception refers to the process by which someone interprets and organizes sensation to produce a meaningful experience of the world. The process of taken sensory input and interpret it meaningfully also known as perception. Budiman & Apriani (2019) states that the term perception is a process activities of a person in giving the impression, judgment, opinion, feeling, and interpretation something based on information displayed from other sources (which in perception). According to Hamachek (1995:199) said that the perception as to how individuals experience stimuli by the sensory receptors, from the world around them. People's perception was affected by how they view the world around them.

Therefore, individual interpretation of sensory stimuli will affected by their views. So it can be concluded that perception is someone's interpretation about something based on theirs previous experience.

Students' interpretation on technology are important for the successfully of teaching and learning process, especially in English teaching and learning. According to Liton (2015) Students' positive perception is essentially important for technology adoption in education and its effectiveness and implementation. The results of Ahmed studies about examining students' perception and efficacy of using technology in teaching English show that students demonstrated positive perception of technology adoption into their learning practices and it affects their learning situation through captivating and motivating into learning engagement more than traditional pedagogy. Technology-regulated pedagogy affects the teachers' role from a dominator of knowledge to a facilitator. It replaces teacher-dominated lesson practices to learner-centric class activities. The students identified technology as an effective educational tool that motivates them into a new situation and maximizes language learning acquisition. Based on the explanation above students perception is important to determine the successfully of teaching and learning process, because their perception used to determine the media that used in teaching and learning process, especially in English learning. Moreover, according to Huss & Eastep (213) students have definite perceptions about online education and what they believed to be necessary components for their success in this environment.

2.5 Previous Study

The researcher reviews some related studies about talking stick strategy to support this research. The first study conducted by Shaharanee et.al (2016), the study about the application of Google Classroom as a tool for teaching and learning. The results of the survey of their study showed that the majority of the students satisfy with the Google Classroom's tool that was introduced in the class where all rations are above averages. Google Classroom is effective as active learning tools. In particular, comparative performance is good in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards the Google Classroom's learning activities.

The second study conducted by Hussaini, et al (2020), his study effectiveness of Google Classroom as a digital tool in teaching and learning: students' perceptions. The result of his study showed that Google Classroom enhances the teaching and learning process. Students can easily track their progress with online assessment in Google Classroom, parents can check and monitor the performance and progress of their children easily and at their convenient time.

The last study conducted by Mualim et.al (2019), his study about the strengths and pitfalls of Google Classroom application to gen-Z students' learning hybridity. The result of his study, Google Classroom as one of the development of information technology could be used to deliver materials, application Google Classroom showed that most students enjoyed the

assistance of Google Classroom, as training them punctuality and learning autonomy.

Meanwhile, in this research the researcher wants to conduct a study with the same application that is Google Classroom, but referring to the previous studies above, there were some differences of the previous studies with the present research. This research used quantitative research with survey design. This design is applied because based on the aims and needs of this study that is the researcher wants to investigate the students' perceptions toward the use of Google Classroom as an alternative media for English learning at MAN 2 Tulungagung. This research will conduct in eleventh grade students of MAN 2 Tulungagung, especially at XII IPS class.