CHAPTER II

LITERATURE REVIEW

This chapter is divided into several parts. First is the review of theoretical studies; it contains quotations and definitions related to title of the research. Second is the review of previous studies; it describes related studies conducted in the past. Third is the theoretical framework; it shows summary of the theory used.

2.1 E-learning in Educational Perspective
2.1.1 The definition of E-learning

E-learning is being introduced in the beginning of third millennium. E-learning make user can access course material everywhere via internet. Using e-learning can encourage and improve learner's interaction in the class. Based on Agarwal & Pandey (2012), e-learning focuses on the use of technology in learning and education. E-learning refers to the use of information and communication technology in learning process which consists of electronic media. According to Guri-Rosenblit (2005) "E-learning is the use of electronic media for a variety of learning purposes that range from add-on functions in conventional classrooms to full substitution for the face-to-face meetings by online encounters". Stockley (1996-2017) stated, e-learning implicates the use of electronic device (e.g. computer or mobile phone) in some ways to provide educational training or learning purpose. Sangrà et.al (2012) said, e-learning can be defined as natural evolution of

distance learning which utilizes newest tool in technological context for arrangement in education.

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 quizes. 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 asssignment via online class platform.

2.1.2 E-learning delivery method

In our context nowadays, 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. Based on Arisandhy (2010), synchronous is online conversation and video conference, while asynchronous is learning that can be done even both teacher and student are offline. Shahabadia & Uplane (2015) said that synchronous is e-learning that usually scheduled in a real-time and the learning experiences are also live. Whereas asyncronous 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 makes students able to follow the curicullum with their own desire without worrying 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.

2.2 Google Classroom
2.2.1 The definition of Google Classroom

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal, 2017). It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Nagele (2017) said, teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate. 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.

2.2.2 How it works

Google Classroom may still be unfamiliar for some people. Therefore, here is a guide line how to use Google Classroom properly for better understanding based on (Google, 2018). First, login using *classroom.google.com* and log in using Google Apps for Education account with institution e-mail address. To create the very first class, click on the "+" button next to the e-mail address. "Create class" will appear and then press on it. After that, add a class name. Teacher can add the details about the class, such as, description and instructions for students in the "about" tab, and also Google Drive folder for classroom materials and can attach outline course and lesson plan. Finally, the class is ready and students can freely join if they have institutional Google accounts and they should find class code in the "stream" tab.

2.2.3 Features of Google Classroom

Lots of activities we can do with Google Classroom when the class is operated. First, one can create announcement. Teacher can give announcements about the update of the class in this section. They can attach files and class materials as well. Secondly, create assignment. This is the most substantial feature in Google Classroom. Teacher can upload assignments for student within due time to submit. Student also can download materials that have been uploaded by teacher to finish their task. Third, create question. In this section, student can create question to be

discussed with teacher or other students if allowed by teacher. Fourth, re-use post. Important post can be use by teacher in this section, such as, announcement, assignment, and question.

2.2.4 The benefits and limitations

Google Classroom has copious facilities which are beneficial for its users. A few of them are user friendly, cost free, cell phone friendly, and time saving. Using Google Classroom is really easy. Based on 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". Using Google Classroom does not need any cost. It is free for anyone. Although users have institutional Google Account, they still can use it for free. Anyone can use Google classroom on any mobile device as long as there is internet connection, because it designs to be fast respond. Janzen (2014) also states that "mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments". By using Google Classroom both teacher and student can save their time. According to Iftakhar (2016), it integrates other Google apps, like, Docs, Slides, Drive and Spreadsheets. Nevertheless, the whole process of administering assignments, grading, formative assessment, and feedback is simplified and streamlined.

In spite of various benefits, Google Classroom also has some limitations. Some of them as mentioned by Pappas (2015) are limited integration option, too googlish, no automated updates, difficult learner sharing and editing problems. It is

difficult for teacher to manage teaching materials and to set deadline for assignments because Google Classroom is not syncronized with Google Calendar or any other calendar. Some of Google Classrooms' buttons are only familiar for Google users. It can make new user feeling confused or needing more time to deal with it. That is why Pappas define Google Classroom as too "googlish". 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 to others without permission from teacher. Learners can only edit assignment after they create and distribute to Google Classroom. They can keep and delete any part of the assignments.

Inspite of some drawbacks, we can conclude that Google Classroom is a good thing for students and teachers because it is easy to use, efficient, effective, better for the environment, and enable collaboration between teacher and student becomes easier. With Google Classroom, learning process can be effective and efficient because students and teachers can access Google Classroom anytime and anywhere in electronic devices with internet network.

2.3 Learning media
2.3.1 The Definition of Learning Media

Media refers to material that presented with words and pictures so that students can better understand the material if it is presented with words and also pictures rather than with words. 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. Based on Mateer et.al (2018), media can be important in active learning such as group discussions or

case studies. example of media can include a film, song or newspaper article, even students can make their own media. Media is an important component in the learning system, the communication process will not run optimally in learning without the media.

Anderson (1976) as cited on Foresty (2017) classify media into 10 categories as follows:

Table 2.1

No	Media Categories	Example in Learning
1	Audio	Audio tapes, radio, CD, telephone
2	Print	Textbooks, modules, brochures, leaflets, pictures
3	Audio-Print	Audio tapes that include written materials
4	Proyeksi Visual Silent	Overhead transparency (OHT), Film frames (slides)
5	Audio isual Projection Silent	Film frames (slides) voiced
6	Visual Motion	Silent film
7	Audio Visual Motion	silent motion film, video / VCD, TV
8	Physical Objects	Real objects, models, specimens
9	Humans and the Environment	Teacher, librarian, laboratory
10	Computer	CAI (Computer Assisted Instructional = computer-assisted learning), CMI (Computer Managed Instructional)

2.3.2 The Use of Learning Media in Language Learning

Media has an important role in learning. Media can make both students and teacher engaged in class. Based on Williams (2018), role of media in classroom are;

appeal to multiple learing styles, create an authentic learning experience, strengthens critical-thinking skills, teaches students to use media. While, Tileston (2003) stated that media can give effect on students' modalities, motivationbehavior management, reaching higher levels of thought, and real world applications. Thus, media is important in learning process. Media make easier to access information, make an interesting learning process and also make students exciting.

The advantages of using media based on Pedagogy in Action (2018), such as; media can gain students' attention and maintain students' interest, students can sharpen their analytical skills, enable students to see concepts and new examples, experience world beyond their own. In addition to numerous advantages, there are also a number of cautions that should keep in mind in utilizing media. The challenges of using media according to Perez (2015) are; how to implement media effectively, understanding how it works, and how to integrate media in learning. Finally, using media in clasroom make students aware with the changing of electronic communications nowadays. Through media, studdents not only learn to access about the material, gain information, but students can value and become wise when using the media.

2.4 Review of Relevant Studies

There are some previous researches which are relevant to this study. First, research from Shaharanee et.al (2016) did a research about the effectiveness of Google Classroom's active learning activities for data mining subject under the decision sciences program. Technology Acceptance Model (TAM) has been employed to measure the effectiveness of the learning activities. The target

populations for this research were students who enrolled in data mining subject where the class was taught in a computer lab. In order to have random selection method, simple random sampling had been applied when choosing the sample. The survey included questions on demographics, five predictor variables, and student satisfaction. Demographic questions covered gender, marital status, course, and the average on internet accessed. In order to develop the questionnaire, the Internet self-efficacy scale was developed by Eastin & LaRose and used as reference. A total of 100 valid unduplicated responses from students who enrolled in data mining subject were used in this study. The results indicated that the majority of students felt satisfy with Google Classroom's tools that were introduced in the class. Results of data analysis showed that all ratios are above averages. In particular, comparative performance is good in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards Google Classroom's active learning activities.

The second study is from Iftakhar (2016), the study is about what and how Google Classroom works. The purpose of this study is to report the overall view of Google Classroom from different class. This research presents brief features of Google Classroom. In addition, some adoption factors (such as organizational, social, personal and technological) have been reassessed for the research purpose. The research questions are a) What factors influence teacher to use Google Classroom? b) How does teacher use Google Classroom in their teaching? c) What are the barriers to use Google Classroom? D) What are students' responses to the Google Classroom? The analysis of the results of the questionnaire indicate that this

study can be effective in understanding and evaluating teachers' and learners' perceptive to ensure quality teaching and learning through Google classroom. This study also presents some new evidence on the potential of Google classrooms in teaching. This study used interview and observations to collect the data. The participants were teachers and students of Daffodil International University. The interviews were conducted with seven teachers: four males and three females. Three teachers are from BBA Department, one teacher is from LLB, two teachers are from English Department and one from CSE. 35 students also selected from English Department. The total respondents were 42. The result of the study shows that from teachers' perspective, they agree that Google Classroom is very usefull. From students' perspective, some said that Google Classroom is also helpfull, while others stated that they scared and instructed when using Google Classroom.

The third study is from Wijaya (2016). The study is about analysis of factors affecting on the use of Google Classroom to support lecturers. The study was developed by adopting the model of TAM to see from both the perception in the TAM that affect the use of Google Classroom by some students STT Musi. Population of this research is the students who are already using Google Classroom in the lecture. Data obtained as much as 90 questionnaires distributed by using purposive sampling technique to all students active in the odd academic year 2014-2015. Results from this study showed that the of perceived Easy of Use and perceptions of perceived usefulness positively affect the use of Google Classroom. And both these perceptions also jointly affect the use of Google Classroom.

The last one is from student of English Language Education Department, Rossytawati (2013). Her research is about the challanges in using Google Classroom. The purpose of the research is to identify the challenges of using Google Classroom as a learning tool for students of English Language Department Islamic University of Indonesia. The method of the research is quantitative research. The research involved 126 students of English Language Department in Islamic University of Indonesia, consist of 3 batches there are 2014, 2015 and 2016. The result of the research can be interpreted as the students feel that most challenging aspect in using Google Classroom is not very helpful for them to minimize their time and effort in doing and collecting the assignment.

The differences between these researches and my research are on the variable, subjects of the study, participants, and methodology used. In this study, the researcher adopts the Shaharanee et.al (2016) questionnaire because the questionnaire is reliable with value above 0.90. This research aims to identify students' responses on using Google Classroom. The participants were students of English Language Education Department batch 2014-2017 because students in English Language Education Department already used Google Classroom. This research used quantitative method. Those researches are relevant with this study because those researches also examining about Google Classroom; thus, they can be used as references.

2.5 Theoretical Framework

In essence, the main topic of this research is to identify what are the students' responses on the use of Google Classroom at English Language

Department as one of a learning tool. The researcher used survey method to reach

the data and the research conduct on the students of batch 2014, 2015, 2016, and

2017.

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 (Sariffudin, 2013)

"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, 2014)

-Perceived ease of access

-Perceived Usefulness

-Perceived Communication and Interaction

- Perceived Satisfaction

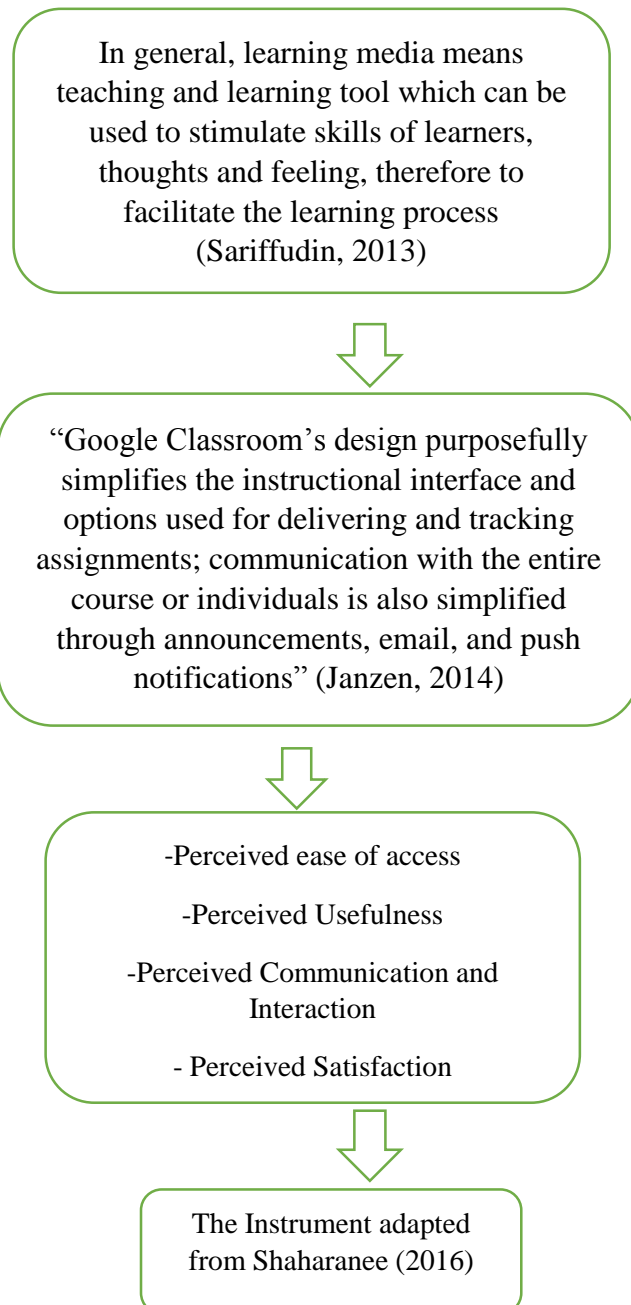The Instrument adapted from Shaharanee (2016)

Figure 1. Theoretical Framework

2.6 Definition of Key Terms

In discussing this title, the researcher finds several terms that need further explanation as clearly as possible to avoid misunderstanding in this research study.

Learning Media	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
Google Classroom	Google Classroom is a tool which make both students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Nagele, 2017).
CMC	Computer-mediated communication (CMC) is a process in which human data interaction occurs through computer (Simpson, 2002)
PBI (English Language Education Department)	PBI is one of the major in Faculty of Psychology and Socio-Cultural

	Sciences, Islamic University of Indonesia.
ICT	ICT (Information and communications technology), some components that sustain modern computing Rouse (2007-2018)
TAM	TAM (Technology Acceptance Model), a user accept information systems technology based on the theory of reasoned action (Surendran, 2012).