

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Research Findings

Some researchers have carried out research related to inductive approach and what they found is shown in the following:

1. Kaukab Abid Azhar in his research that title “Effectiveness of Google Classroom: Teachers’ Perceptions”. The analysis of the interviews revealed that Google Classroom has not made a significant impact on overall classroom teaching. It has been used effectively for uploading assignments, classroom management, and communication with the students; however, the overall use is limited to only these features; whereas, Google Classroom has a lot to offer apart from just these basic features. An intriguing observation from the interviews was that none of the participants acknowledged or brought up the fact that it is a free tool and has no cost implications which is a major consideration while implementation of technology in the majority of the education sector in Pakistan.¹
2. Another study that related to this method was done by Wahyuni Eka Aprianti, the title of her study is “Penerapan Google Classroom dalam pembelajaran Akuntansi”. The objective of her research is to find out how student admissions on the ease of Google Classroom in supporting accounting learning and find out how Google classroom performance in supporting accounting learning. The result of the data analysis by using t-test showed the

¹ KaukabAbid Azhar, “Effectiveness of Google Classroom: Teacher’ Perceptions”, (Barrett Hodgson University: Prizren Social Science Journal / Volume 2, Issue 2; May - August 2018 / Issn: 2616-387x, 2018). p. 63

value is t-table higher than t-statistics so it can be interpreted that student acceptance of the ease of Google Classroom does not have a significant effect on supporting Akuntansi Learning.²

3. The last is the study which was done by Ula Nisa, Lilis, and Trisnendi. The title of their research is “Penerapan Google Classroom dalam Pembelajaran Bahasa Inggris kepada Guru-guru Bahasa Inggris SMP di Subang”. The objective of this research is expected to help teachers in using GC, especially English teachers. GC can improve English language skills, such as listening, speaking, reading, and writing. The result of community services shows that all teachers as participants do not know about GC, so they are really excited in using GC. Teachers know GC and they can implement in learning and it can be integrated learning. Teachers are easier to manage the class and help teachers to assess the assignment effectively. Nevertheless, the good connection should be determined to support the implementation of using GC.³

From some of the research above, it can be concluded that in general schools have applied online learning using Google Classroom as a learning support application. The use of Google Classroom is fairly effective in the learning process according to previous research so that students and teachers can accept the use of Google Classroom as an online learning medium

B. Some Pertinent Ideas

1. Online Learning

² Wahyuni Eka Afrianti, “Penerapan Google Classroom dalam Pembelajaran Akuntansi”, (Skripsi: Fakultas Ekonomi, Universitas Islam Indonesia, Yogyakarta, 2018), p. 51

³ Lisa, Lilis, & Trisnendri, “Penerapan Google Classroom dalam Pembelajaran Bahasa Inggris kepada Guru-guru Bahasa Inggris SMP di Subang”, (Jurnal Pengabdian Kepada Masyarakat, IKIP Siliwangi, Volume 02 Nomor 02, Juli 2019), p. 183

Online learning lead to instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Online learning can be fully online or blended with face-to-face interactions. Fully online learning is a form of distance education in which all instruction and assessment are carried out using online.

One of the uses of the internet in education is distance learning. There are various terms put forward to express the idea of distance learning using the internet, namely: online-learning, e-learning, internet-enabled learning, virtual learning, virtual classroom or web based learning.⁴

Online learning has become popular because of its perceived potential to provide more flexible access to content and instruction by:⁵

- 1) Increasing the availability of learning experiences for those who cannot or choose not to attend traditional schools,
- 2) Assembling and disseminating instructional content more efficiently, and
- 3) Increasing student-instructor ratios while achieving learning outcomes equal to those of traditional classroom instruction.

Online-learning provides the content needed for learning. Almost all students currently have a laptop / Smartphone / tablet, so access to study material is easier and more likely for learners to share learning content through electronic devices. Conditions like this make learning content faster to get. In addition, ol-

⁴ Nur Hadi, "Online sebagai Salah Satu Inovasi Pembelajaran", (FMIPA UNY, Pythagoras: Vol. 2, No. 1, 2006), p. 11

⁵ Marienna Bakia, "Understanding the Implications of Online Learning for Educational Productivity", (U.S. Department of Education, Januari 2012), p. 2

learning allows flexibility access, students can easily access learning content anywhere and anytime, without obstructed by time and space.

There are several things as requirements for online learning activities, namely:⁶

- 1) Learning activities carried out through network utilization (internet).
- 2) The availability of learning support services that can be used by students.
- 3) Availability of tutor service support (consultation) that can help participants learn if they experience difficulties.
- 4) The availability of institutions that organize / manage e-learning activities.
- 5) A positive attitude from students or teachers towards computers and the internet.
- 6) The design of a learning system that can be learned / known by students.
- 7) System evaluation of progress or student learning development.

There are several criteria for assessing the effectiveness of learning media. Hubbard suggested that there were at least nine criteria.⁷ The first is related to financing. If we look at the first criteria, then learning to use online media is very supportive, because in addition to inexpensive online media is also effective because it can be accessed anywhere and anytime. The next criterion is the availability of supporting facilities such as electricity, appropriate class size, effectiveness, and ability to change, time and energy in preparation, the effects, difficulties and finally the benefits. The more learning objectives that can be helped with a media the better the media. From these two criteria, the use of

⁶ Nur Hadi, "Online sebagai Salah Satu Inovasi Pembelajaran", (FMIPA UNY, Pythagoras: Vol. 2, No. 1, 2006), p. 12

⁷ Badriyah. *Manajemen Sumber Daya Manusia*. (Bandung: Pustaka setia.2015) p.25

online electronic media used by researchers is very suitable, because it is very economical and practical.

2. Google Classroom

Google as one of the largest web tool providers in the world introduced it Google Apps for Education which is abbreviated as GAFE. One of the applications contained in GAFE is Google Classroom in 2014. Teachers and students can be accessed easily this application. It can be used both on home computers, laptops, even strings. GC is considered very suitable for used in developing countries, or can be used specifically by schools that have limited costs in developing the use of ICT in the learning process. GC can also be used as a tool to organize learning system at the school to college level. With GC teachers can effectively and efficiently in class management.⁸

Google Classroom is designed for four users, namely teachers, students, guardians and administrators. Teachers can use it to create and manage classes, assignments, grades and provide real-time feedback. Students can monitor class materials and assignments, share materials and interact in the class stream or via email, send assignments and get direct feedback and grades. Guardians can use it to get email summaries related to student assignments. This summary includes information about missed assignments, future assignments and class activities. However, the guardian cannot login to the class directly. Guardians receive email summaries via other accounts. Administrators can create, view or delete classes

⁸ Ula, Lilis, & Trisnendi, "Penerapan Google Classroom dalam Pembelajaran Bahasa Inggris kepada Guru-Guru Bahasa Inggris di SMP", (Jurnal Abdimas, Ikip Siliwangi, Volume 02, Nomor 02, 2019), p. 186

in their domain, add or remove students and teachers from classes and view assignments in all classes in their domain.

A teacher from New York, Rosemarie DeLoro stated that for 60 years she never used a computer while teaching until she had a Chromebook and Google Classroom, finally she could easily give digital homework to her students and provide immediate feedback, anytime and anywhere.⁹

Google Classroom provides several benefits such as:¹⁰

- 1) Classes can be prepared easily; Teachers can set up classes and invite students and teaching assistants. Then in the classroom flow, they can share information such as assignments, announcements and questions;
- 2) Save time and paper; teachers can create classes, assign assignments, communicate and do management, all in one place;
- 3) Better management; students can view work on the assignments page, in the class stream or on the class calendar. All materials are automatically stored in the Google Drive folder;
- 4) Improving communication and input; teachers can create assignments, post announcements and start live class discussions. Students can share material with each other and interact in the classroom stream via email. Teachers can also quickly see who has and hasn't completed assignments, and provide real-time grades and feedback;

⁹ Biantoro, Bramy. 2014. "Peduli Pendidikan, Google Classroom Buat Ruang Kelas Di Dunia Maya." Merdeka.com. 2014. (<https://www.merdeka.com/teknologi/aplikasi-baru-google-segera-gantikankelas-di-sekolah.html>)

¹⁰ Wahyuni Eka Afrianti, "Penerapan Google Classroom dalam Pembelajaran Akuntansi", (Skripsi: Universitas Islam Indonesia, Yogyakarta, 2018), p. 12

- 5) Can be used with the application you are using; classes work with Google Docs, Calendar, Gmail, Drive and Forms;
- 6) Safe and affordable; classes are provided free of charge. The class contains no ads and never uses student content or data for advertising purposes

In four designated skill areas: reading, writing, listening, and speaking, ELT has conventionally described and taught language. For these four skills, which have arguably formed the very cornerstone of ELT in the past, are inadequate descriptions of language use in Internet encounters, where the borders between orality and literacy have disintegrated and new conventions have emerged.¹¹ Indeed, Crystal finds that communication in online environments cannot be pigeonholed within the classic four skills paradigm and terms online chat NetSpeak.

There are so many advantages of using Google Classroom as one of the Learning Management Systems (LSM):¹²

- 1) Quick and convenient setting The setup process of Google Classroom is very fast and convenient than having it installed or registered to local LMS or LMS provider.
- 2) Times saving Students no longer have to download a particular task by the lecturers. Lecturers just need to create and distribute files of duty to their students online.

¹¹ Heather Lotherington, "From Literacy to Multiliteracies in ELT", (Canada: York University, DOI : 10.1007/978-0-387-46301-8_59, 2007), p. 814-815

¹² Alim, Linda, Fahmi, & Shamsuri, "The Effectiveness of Google Classroom as an Instructional Media", (Malaysia: Humanities & Social Sciences Reviews eISSN: 2395-6518, Vol 7, No 2, 2019), p. 242-243

- 3) Increase in cooperation and communication One of the most important benefits of using Google Classroom is the very possibility to achieve an efficient online collaboration.

Especially the internet and Google class The rapid development of Information and Communication Technology, makes it possible and even possible to develop better information services in education. For example, in the university environment, the use of other ICTs is realized by a system called an electronic university. Universities can provide good information services to their communities, if the development of e-university aims to support the implementation of education.¹³ Google classroom helps explain the material that will be delivered by the lecturer through text or material that has been uploaded in google classroom, With a lecturer schedule that can and sometimes does not allow to attend class. Learning like this might be referred to as online learning or online lectures because course material can be accessed by anyone who needs it, anywhere and anytime. This can facilitate information for anyone who has difficulty with information due to time and space problems.

Google classroom is an application that allows the creation of classrooms in cyberspace. In more detail, this application can be a means of distributing assignments, submitting assignments and even assessing submitted assignments. For assignment distribution, there is no need to worry about misuse done by students, because this application provides access rights for lecturers to organize published assignments, so that students can simply

¹³Deni Darmawan, *Teknologi Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2012), 5.

view, edit and even collaborate. Through google classroom too, lecturers can monitor student learning progress. In addition, google classroom provides a discussion forum feature. Lecturers can open a fun class discussion to respond to and comment on. The presence of this application is not impossible to replace the role of paper and whiteboards, thus making the teaching and learning process cheap and fast. In fact, it is not impossible if this application replaces formal classes in actual classrooms in the future. In its use, the teachers assess that Google classroom does not have any obstacles, moreover, this application has 42 languages support.¹⁴

Through the website and application, Google Classroom can be accessed in 2 ways. The website can be accessed using any browser such as Chrome, FireFox, Internet Explorer or Safari. Meanwhile, through the Playstore for Android and the App Store for iOS, applications can be downloaded for free.

3. English Learning

The interests of practitioners and researchers have been geared to the language learning strategies (LLSs) selection and adoption of successful language learners this is for the field of second/foreign language teaching and learning,. Rubin suggestion that a good language learner may have some special strategies that others could learn from was initially introduced. Rubin proposed a list of seven characteristics of good language learners like using a mixed methods approach including classroom observation, self-observation, and interviews,. From there can be include that the ability to make good guesses,

¹⁴ Fransiskus Ivan Gunawan dan Stefani Geima Sunarman, "Pengembangan Kelas Virtual dengan Google Classroom dalam Keterampilan Pemecahan Masalah (Problem Solving) Topik Vektor Pada Siswa SMK untuk Mendukung Pembelajaran", Prosiding Seminar Nasional Etnomatnesia, 2018, 340-348. Lihat juga Widya Herma, "Google Classroom Ruang Kelas Dunia Maya",

communicate in many ways, tolerate mistakes, pay attention to form and communication, practice the language regularly, monitor one's own language use, and understand and attend to meaning.¹⁵

Teachers should work to create the necessary condition for students to learn effectively and reach the desired outcome. There are four skills, reading, listening, speaking and writing, should be integrated in an effective way for the teaching of English to be successful. For them and develop their communicative competence gradually, this skills should be addressed in a way that helps students meet the standards you set. Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. Finished, the integration of the two aims at fostering effective oral communication then this integration will assure real-life and purposeful communication. Reading and writing: with each other as skills they form a strong relationship. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills.¹⁶

English is also taught in countries that don't use it as a first language, besides being taught in countries that use the language English as the first language. For everyday communication having difficulty mastering the language for the students living in non-English speaking countries. For years still having difficulty in conversation even though students actually understood the sentence who has studied the language. They do not practice English in language class.

¹⁵ Huang & Daniel, "English Learning Strategies among EFL Learners", (IAFOR Journal of Language Learning, Volume 3, Issue 1, 2017), p. 5

¹⁶ Lorena Manaj, "The Importance of Four Skills Reading, Speaking, Writing, Listening, in a Lesson Hour", (Eouropan Journal: Volume 1, Nr. 1, 2015), p. 29

This is due to the situation anxiety-provoking classes in English. By therefore, teaching English fails in countries that are not use English as the first language.¹⁷

4. Technology Acceptance Theory

a. Definition of Acceptance Theory

Etymologically, acceptance comes from the Latin word "accipere" which means taking what is offered. Acceptance is understood as "the act of taking, reaching or capturing", in contrast to the general connotation synonymous with "the act of receiving". Psychologically, acceptance implies actively accepting the event or situation as a whole.¹⁸

The implementation of an information technology is always related to user acceptance. The extent to which users can accept and understand the technology is important to see the level of support for implementing the system. So that user acceptance is an important factor that can affect the implementation of a technology.¹⁹ Lack of user acceptance will greatly affect the successful implementation of information technology. Therefore, acceptance must be seen as a central factor that will determine the success or failure of the implementation of an information technology designed to help their work. Therefore, the greater the acceptance of a new information technology system, the greater the willingness of the user to change existing practices in use and the effort to actually start with a new information

¹⁷ Ridha Fadillah, "Model Pembelajaran Bahasa Inggris Berbasis Pengurangan Kecemasan Negatif", (Yogyakarta: IAIN Antasari Press), p. 5

¹⁸ Farida Hardja, "Penerimaan Anak Berkebutuhan Khusus di SMP Kristen 1 P. P. Aru Maluku". (Skripsi: Universitas Kristen Satya Wacana. 2018), p. 14

¹⁹ Nasir. M., "Evaluasi Penerimaan Teknologi Informasi Mahasiswa di Palembang Menggunakan Model UTAUT", (*Snati*, 2103). 36-40

technology system, then the system change does not provide much benefit to the organization or company.²⁰

b. Types of Acceptance Theory

1) Technology Acceptance Model (TAM)

a) Definition of TAM

The TAM method was first introduced by Davis in 1989. TAM is an information systems theory that makes a model about the process the user accepts and uses technology. This model explains that when users use information systems, a number of factors influence their decisions about how and when to use the information systems.²¹

The Technology Acceptance Model (TAM) is an adaptation of Theory of Reasoned Action to model user information system acceptance. The level of acceptance of information technology users was determined by six builders, namely: external variable, perceived ease of use, perceived usefulness, attitude toward using, behavioral intention to use, and actual system usage.²²

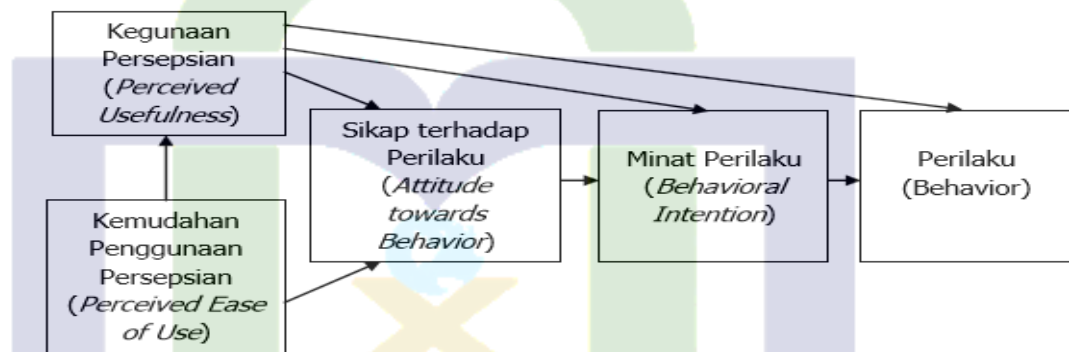
The Technology Acceptance Model (TAM) is an information technology system acceptance model that will be used by research.

²⁰ Pikkaraeinein, T., Karjalouto, H., & Pahnla, "Consumer Acceptance of Online Banking: An Extension of The Technology Acceptance Model". (*Internet Research*, vol. 14, no. 3, 2004) pp. 224-235

²¹ Aditya Arie Hanggono, Siti Ragil Handayani, Heru Susilo, "Analisis atas Praktek Tam (Technology Acceptance Model) dalam Mendukung Bisnis Online dengan Memanfaatkan Jejaring Sosial Instagram", *Jurnal Administrasi Bisnis (JAB)* Vol. 26 No. 1 September 2015). p. 3

²² I Made & Dana, "Pengembangan Model Penerimaan Teknologi Internet Oleh Pelajar dengan Menggunakan Konsep Technology Acceptance Model (TAM)", (*Jurnal Sistem Informasi MTI-UI*, Volume 4, Nomor 2, ISBN 1412-8896), p. 82

TAM was developed by Davis based on the Theory of Reasoned Action model. TAM adds two main constructs to the Theory of Reasoned Action model. These two main constructs are the perceived usefulness and perceived ease of use.²³



Figures 2.1 : Relationship between each TAM Construction

b) Construct at TAM

Technology Acceptance Model (TAM) which has not been modified using the five main constructs. The five constructs are as follows.

(1) Perceived Usefulness

Perceived usefulness defined as the extent to which a person believes that using a technology will enhance her or his performance. Thus if someone believes that information systems are useful then he will use them. Previous studies have shown that the perceived

²³ Davis, F. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology". (MIS Quarterly (13:3) 1989) , pp. 319-339

usefulness construct positively and significantly affects the use of information systems. Previous studies also show that perceived usefulness is the most significant and important construct that influences attitudes, intentions, and behavior in using technology compared to other constructs.²⁴

According to Chin and Todd, benefits can be divided into two categories, namely (1) benefit by estimating one factor, (2) benefit by estimating two factors (benefit and effectiveness). The dimensions of each are grouped as follows: 1) Benefit includes dimensions: making work easier, Useful, increasing productivity. 2) Effectiveness includes dimensions: increasing effectiveness, developing job performance.²⁵

Davis uses 6 items to form this construct. The six items are Work More Quickly, Job Performance, Increase Productivity, Effectiveness, Makes Job Easier, and Useful.

(2) Perceived ease of Use

Perceived ease of use is the extent to which a person believes that using a technology will be free of effort. It can be concluded that if someone believes that information systems are easy to use then he will use them. Previous studies show that construct perceived ease of use affects usefulness of perceptions, attitudes, intentions, and behavior.²⁶

²⁴ Jogiyanto, P “*Sistem Informasi Keperilakuan Edisi Revisi*”. (Yogyakarta: Penerbit Andi. 2008). P. 25

²⁵ Chin W Wynne, Todd Peter. (Usefulness, ease of use of structural equation Modeling in MIS Research : A note of Caution . Management Information System Quarterly, 1995). p. 21

²⁶ Jogiyanto, P “*Sistem Informasi Keperilakuan Edisi Revisi*”. p. 217

As with the construct of perceived usefulness, Davis uses 6 items to form this construct. The sixth items are Easy of Learn, Controllable, Clear & Understandable, Flexible, Easy to Become Skillful, and Ease to Use.

(3) Attitude towards behavior or attitude towards using technology

Attitude towards behavior as an individual's positive or negative feelings about performing the target behavior.²⁷ While Mathieson defines as the user's evaluation of desirability of his or her using the system. However, there are a lot of behavioral behaviors carried out by humans outside their will of control. This behavior is called man datary behavior, obligatory behavior is behavior not on his own accord but because it is a demand or obligation from work.

As with the construct of perceived Attitude, Convenience of interacting, Happy to use, Enjoying using, Not boring

(4) Behavioral intention to Use

Behavioral intention is a desire (intention) someone to do a certain behavior. Someone will do a behavior (behavior) if he has the desire or intention to do so. Previous studies have shown that behavioral intention is a good predictor of technology use by system users. The level of use of a computer technology in a person can be predicted from the user's attention to the technology, for example the

²⁷ Davis, F. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. p. 340

desire to add supporting peripherals, motivation to continue to use, and the desire to motivate other users.²⁸

(5) Behavior or actual system usage

Behavior is an action taken by someone in the context of using information technology systems; behavior is the true use of technology. Because the actual use cannot be observed by the researcher using a list of questions, then this actual usage is often replaced by a perceived usage name. Igbaria uses the perceived usage measurement which is measured as the amount of time it takes to interact with a technology and the frequency of its use.²⁹

2) Unified Theory of Acceptance and Use of Technology

Unified Theory of Acceptance and Use of Technology (UTAUT) is a theory developed by Venkatesh et al. in 2003, which is an extension of the TAM theory regarding technology acceptance. This theory is related to several factors that influence behavioral intentions to use certain technologies. UTAUT places performance expectations, effort expectancy and social influence as things that influence the intention to behave in relation to the use of technology.³⁰

²⁸ Aditya Hari Hanggono, Sit Ragil, & Heru Susilo. "Analisis Praktek TAM dalam Mendukung Bisnis Online dengan Memanfaatkan Jejaring Sosial Instagram". Jurnal Administrasi Bisnis (JAB)|Vol. 26 No. 1September2015. P. 3

²⁹ Igbaria, M., Guimaraes, T., & Davis, G.B. "Testing the Determinants of Microcomputer Usage via a Structural Equation Model". (Journal of Management Information Systems (11) (1995). p. 87-114.

³⁰ Trie Handayani, "Analisis Penerapan UTAUT Terhadap Perilaku Pengguna System Informasi", (Jurnal Angkasa, Volume II, Nomor 2, November 2015, Yogyakarta, 2015), p. 168

Performance expectancy is the degree to which the individual (user) expects that using the system can help gain benefits or ease in performance. Then the effort expectancy is the degree of ease associated with using the system. Social influence is the degree to which the individual considers important for others to accepted that he had to use the new system.

(3) Theory of Reasoned Action (TRA)

Efforts to understand individual behavior is a central topic in the field psychology. One of the many theories used is Theory of Reasoned Action (TRA) proposed by Fishbein and Ajzen in 1975. This theory further developed by Ajzen in 1985 became Theory of Planned Behavior (TPB) which is intended to predict individual behavior more specifically.³¹

This theory can be summarized with the following equation:³²

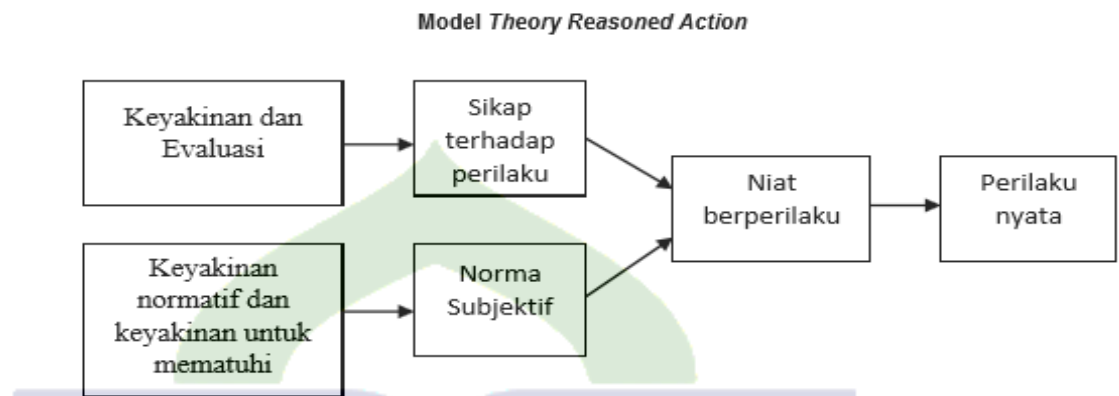
$$\text{Behavioral Intention} = \text{Attitude} + \text{Subjective norms}$$

Based on TRA, a person's attitude towards a behavior is determined based on belief in the consequences of a behavior and evaluate the consequences. Confidence is determined by possibility subjective someone that doing something or certain needs can creates certain results.

³¹ Neila Ramdhani, "Penyusunan Alat Pengukur Berbasis Theory of Planned Behaviour", (Fakultas Psikologi Universitas Gadjah Mada, Volume 19, No. 2, ISSN: 0854-7108, 2011), p. 55

³² Wahyuni, "Penerimaan Google Classroom dalam Pembelajaran Akuntansi", (Skripsi: Fakultas Ekonomi Universitas Islam Yogyakarta, 2018), p. 16

Figures 2.2: Model Theory Reasoned Action



Source of: David and Bagozzi (1989)

A. Conceptual Framework

Based on the background and theoretical basis that has been stated previously, a framework of thought can be taken as follows. This research is intended to provide innovation for education, especially at the senior high school level, by using media that utilizes information and communication technology in which learning in this modern era should take advantage of these developments. This research was conducted to determine the acceptance of the use of the Google Classroom application, especially in learning English in class XI SMAN Matakali Polewali Mandar. Google Classroom is an application provided by Google for Education to create classrooms in cyberspace.

So, to find out how student acceptance is in accordance with the problem statement, researchers used the TAM (Technology Acceptance Method) method by Davis to find out several things in student acceptance. TAM has several sections that

describe the factors that cause student acceptance of a technology, especially Google Classroom in the learning process at Matakali High School, Polewali Mandar.

Below is the framework of this research regarding the acceptance of students on the Google Classroom for learning English in class XI SMAN Matakali Polewali Mandar:

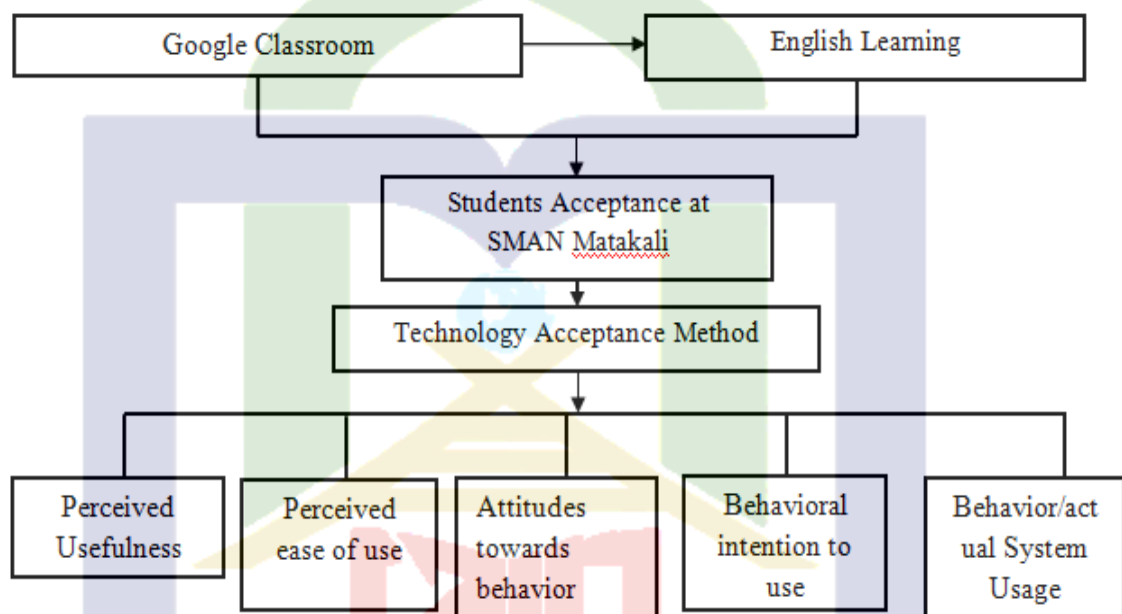


Figure 2.3: Frame Work of Research