CHAPTER II
LITERATURE REVIEW

A. Google Classroom

1. Definition Google Classroom

Google Classroom is an application that allows the creation of classrooms in cyberspace. In addition, Google Classroom has also become a means of distributing tasks, submitting assignments and even assessing assigned tasks collected (Herman dalam Japar, 2020: 169).

According to Hakim (2016: 2), Google Classroom is an internet-based e-learning service system that allows teachers to generate and exchange assignments with students without using paper. To use this service, you must have a Google account. Aside from that, Google Classroom is only available to schools who have Google Apps for Education installed. According to Wicaksono (2017: 514), Google Classroom is a multiplatform application that can be used by google classroom users. It is a platform mixed learning, developed by Google for schools with the goal of simplifying the creation, distribution, and assignment of tasks in a paperless manner. Google Classroom may be accessed via a variety of devices, including PCs and mobile phones. Based on the explanation above, the application Google Classroom can help students and teachers to carry out more in-depth learning activities, both for delivering assignments, deliver assignments through learning videos on Youtube, as well as attendance throughout the Covid-19 pandemic.

2. Features in Google Classroom

Google Classroom is a Google For Education tool that is unique in that it combines multiple functions into one product, such as posting announcements or assignments, collecting assignments, and seeing who has submitted assignments. On the Google Classroom website, it is also said that Google Classroom is linked to all other Google For Education services, allowing educators to use Google Mail, Google Drive, Google Calendar,

Google Docs, Google Sheets, Google Slides, and Google Sites to help students study. When teachers utilize Google Classroom, they can use Google Calendar to remind students about upcoming schedules or tasks, as well as Google Drive to store instructional materials such as Power Point presentations, files that need to be used in class, and more. According to Bagas (2017: 23) "Google classroom can help facilitate teachers and students in carrying out teaching and learning activities with more depth. This is because both students and teachers can collect assignments, distribute assignments, and discuss lessons anywhere without being bound by time limits or lesson hours". That matter make the learning process more interesting and more efficient in terms of time management, and there's no longer any reason students forget about their assigned assignments was given by the teacher.

3. How to use Google Classroom

When we first log in to our Google Classroom account, we must first log in to our Google account and then search for the Google product. Once we have logged in to our Google Classroom account, we are presented with three main menus: stream, classwork, and people. Stream is a Google Classroom feature that allows you to make announcements, discuss ideas, and track the flow of assignments, materials, and quizzes from your teacher's topics. Teachers can utilize classwork to create exam questions, pretests, quizzes, add materials, and reflect. The teacher can invite students via the people menu using the access code that is already available on the people bar. Meanwhile, to invite other teachers as collaborators, it is sufficient to send an email to each teacher. Material can be in the form of word, excel, powerpoint, pdf, or video files and posted to the bar classwork. This matter done by the teacher to accommodate the differences in speed thinking, background prior knowledge, and differences in learning styles students (Millatana in Iskandar et al, 2020: 143).

The following is how to enter Google Classroom:

1. Open a browser then type google classroom. After that it will appear log in page and then the teacher enters his google account, make sure teacher has a google/gmail account.
2. If it is successful, on the google account page there will be an option, namely log in as teacher and student. Choose as a teacher.
3. Then, on the home page a + sign will appear, click to create a class. Fill in the name of the class, subject and class room.
4. After that, the teacher can choose what information to convey in the classroom. There are announcements, assignments, questions.
5. The teacher then distributes the class code to the students and students follow the steps at the beginning but join as students.
6. Students who have joined the class can be seen in the list of participants learn on the google classroom page.

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

Google Classroom has various advantages and disadvantages in this application, according to Janzen M and Marry (2016) stated that the advantages of the Google Classroom application include:

1. Easy to use because the Google Classroom class design is intentional simplify the instructional interface and options used opsi for delivery tasks and communication tracking with the whole courses or individuals are also simplified via notifications announcements and e-mails.
2. Save time because Google classrooms are designed for save time by integrating and automating use of other Google applications.
3. Cloud based. Google Classroom brings more technology professional and authentic to use in learning environment because Google apps represent most of the communication tools.
4. Flexible because this application is easily accessible and can be used by users infrastructure and students in face-to-face learning environments and environments completely online.
5. It's free because Google's own class can already be used by anyone to open a class as long as they have a gmail account.

According to Janzen M and Marry (2016) stated that are the disadvantages of the Google Classroom application:

1. Web-based Google Classroom requires students and teachers to connect to the internet network.

2. Individual learning in the form of reducing learning social students.

3. If students are not critical and material errors occur, it will have an impact on his knowledge.

4. Requires hardware, software and internet network specifications high.

Based on the foregoing, it can be stated that Google Classroom is a web-based program that allows teachers and students to engage in real-time. This program allows teachers to investigate scientific concepts that pupils have generated. The teacher has the freedom to share scientific studies and assign assignments to students on their own time. In addition, the teacher can open an online discussion room for students.

Another statement advantages of Google Classroom are taken according to Sudarsana (2019) :

1. Improving Teacher's Quality

   Information technology-based learning conducted by educational institutions by using google classroom will provide the best experience for teachers in Indonesia while conducting the learning process.

2. Student Uses Internet Wisely

   Google classroom is very useful for students in Indonesia in utilizing technology wisely.

3. Time-Saving

   Because the process of setting up Google Classroom is incredibly quick and easy to use, it has the potential to save a significant amount of time for both students and teachers. Because the tasks that students have been assigned by their lecturers may be performed on time online, time will not be wasted on sending physical documents.

4. Eco-Friendly

In a healthy setting, the use of e-learning based learning through Google Classroom will be beneficial. Teachers and participants are not required to attend the learning process on campus or at school. Because of the application of this education-based technology, pollution produced by car smoke will begin to reduce.

5. Facing the Distance of the Residence

In Indonesia, using Google Classroom to implement education is extremely beneficial in conducting online education, particularly in higher education. Students can benefit from distance education by learning from teachers who use the Google Classroom tool to teach.

6. Improving Cooperation and Communication without Time Limit

When conversing in Google Classroom, students have the option of immediately posting feedback to their classmates. They can get immediate feedback from virtual peers if they need assistance with an assignment or if they want to learn more about a particular topic. The Google classroom is primarily useful for students to learn from the experience and talents of their peers via the internet; nevertheless, the benefits of the Google classroom also allow students to converse indefinitely.

7. Document Storage

Teachers and students do not need to worry about missing documents, either assignments, attendance lists, materials, grades, and so on. Because all documents are stored in the LMS (Learning Management System) for free.

Another statement from Iftakhar (2016), the advantages of Google Classroom:

1. Google Classroom has the potential to streamline communication and workflow for students by providing a single access point to discussion threads and assigned work.

2. Google Classroom can help students to keep their files more organized because all their work can be stored peerlessly in a single program.

3. Faculty can more quickly identify which students may be struggling with their assignments due to the tracking mechanisms associated with assigned tasks.

4. Grading processes can be simplified because of the grading features associated with student submissions.

5. From all the statements above, it can be concluded that the advantages of Google Classroom are: can save more teachers and students time in the learning process, can help teachers and students to keep their files more organized, and can improve collaboration and communication without time limits.

B. Teachers' Experience

Teachers' experience is everything that the teacher has ever experienced in carry out their duties as educators in schools, with a certain period of time. Length of work for each teacher determined from the active teaching period. Then the teaching experience according to Romauli (2017 : 9) "is a period of work that can be seen from the number of years of teaching, and it is also emphasized that teaching experience is the appreciation of an object".

"Teachers' experience" is defined by Muslich (2007) as "a period of teachers' work in carrying out their duties as educators in certain education in accordance with the letter of assignment from the relevant institution authorized can be from the government, and/or community groups education providers." Meanwhile, according to Yamin (2008:4) revealed that, "Teaching experience means participation with students in the form of knowledge, make meaning, seek clarity, be critical, and hold justification". Several figures expressed their opinion about the experience teaching, among them Djamarah (2017: 56) stated that "experience teaching is a fairly useful capital for teachers to develop ability to manage teaching and learning interactions in the classroom".

Based on the arguments made, it can be concluded that teaching experience is what a teacher obtains during the time he or she is employed as a teacher. Furthermore, a teaching experience may be defined as an action content that has been experienced or completed by a teacher who separates learning for the teacher to be better than before. The term "teaching experience" refers to the number of years that a teacher has spent working in the classroom. The abilities that are increasing will be more sharpened and improved in order to increase the quality of teaching, in accordance with the various work experiences that the teacher has.

C. The indicators of the learning experience

To find out how the teacher's experience is, the researcher used the questionnaire as an effective indicator. The questionnaire was developed by Arnold Lund et al, at Ameritech, U.S. WEST Advanced Technologies. The questionnaire stands for Usefulness, Satisfaction, and Ease of use. Ease of use factors can be divided into 2 factors, namely Ease of Learning and Ease of Use. According to Nielsen (2012), "Defining usability as a measure of the quality of the user experience when interacting with a product or system, whether a website, software application, mobile technology, or other equipment operated by the user". Based on the statement above, the researcher will take several indicators from the USE Questionnaire to be an indicator of assessment in teacher experience interviews about using Google Classroom.

The explanation of each indicator that will be used by researchers to determine the experience of teachers using Google Classroom according to Harjanto (2019 : 176) is below :

1. Usefulness

This indicator will find out how Google Classroom supports teachers to achieve their goals and assess students' willingness to use it, especially in learning English.

2. Ease of use

This indicator will find out how Google Classroom facilitates learning English with the ease of using Google Classroom as a learning medium.

3. Eases of learning

This indicator focuses on assessing how Google Classroom provides convenience in understanding how to learn with Google Classroom so that it can make it easier for teachers to deliver English learning materials.

4. Satisfaction

This indicator refers to the teacher's perceptions, feelings, and opinions in learning English using Google Classroom.

D. Teaching English in Google Classroom

English is one of the international languages that plays a significant part in international communication. Language skills in English, specifically grammar, vocabulary, and pronunciation, are one of the areas that students must learn. English is a tool that can be utilized in everyday life in a society where English is the main language. According to Brown (2001: 19) regarding language learning, namely:

1. Oriented to the intended destination object

2. Based on needs

3. Comprehension vs memorization

4. Process that has continuation

5. Motivation in learning

6. Applied learning methods

7. Factors that can affect learning

The purpose of learning English is for pupils to be able to communicate orally and in writing in a seamless and socially appropriate manner. According to the Ministry of National Education (2003: 15), each competency in English learning is as follows:

a. Speak

In speaking skills, namely expressing various meaning through spoken text that aims to communicate or linguistics.

b. Read

In reading skills, it is a skill understand the various meanings in various written texts aim to communicate.

c. Write

In writing skills, namely skills in express the meaning of writing in various written texts.

E. Previous Study

Previous Study are the results obtained from searches that have been carried out by previous researchers. To avoid plagiarization/duplication, this researcher is supported by research before, among others.

The first research came from Ahmad and Hamzah (2020) with the title "Google Classroom M-Learning Readiness For Culinary Langkawi Vocational College Diploma Student Higher Education in Facing the COVID-19 Pandemic". The purpose of this study was to determine the readiness of students in using Google Classroom in the learning process. Researchers The conclusion of this study is to conclude that teachers view the Google Classroom application positively and provide benefits for their learning process. Teachers find it effective to promote collaborative learning, problem solving, organizing student documents and time.

Research conducted by Anita Ningrum (2020) entitled "Analysis" Implementation of Google Classroom Learning for MTs Negri Salatiga VII Students in the Material of the Solar System in the Era of the Covid-19 Pandemic for the 2019/2020 Academic Year". The aim is to study and find out the learning process of class VII MT Negeri Salatiga students regarding the solar system during the Covid-19 pandemic era in Indonesia the application of Google Classroom, student views and teacher views.

In addition, Zedha Hammi (2017) conducted a study entitled "Implementation of Google Classroom at XI IPA MAN 2 KUDUS".Results of This research is that the Google Classroom implementation planning process in XI IPA MAN 2 KUDUS has been carried out well. For students, the use of Google Classroom as a learning medium is still less effective because Google Classroom has not been able to write formulas and contains pictures for the task of the Natural Sciences subject.

Furthermore, research conducted by Siti Haniah (2019) entitled "Using Google Classroom As a Learning Tool for SMPN 7 BANDUNG in Social Studies Learning. Purpose of carrying out learning using Google Classroom is to help teachers and students who provide learning facilities use the e-learning system to social studies learning. The purpose of this study is to describe how teachers use Google Classroom as a learning tool for social research learning.

Of the three relevant studies that have been described above, this research has similarities and differences with other research will be carried out by researchers. As for the similarities and differences between the research above with the research that will be conducted by the researcher lies in the target and variables to be studied.