# CHAPTER 2

LITERATURE REVIEW

2. 1 Theorytical Framework

2. 1. 1 Google Classroom

Google Classroom is an application that is required specifically to assist teachers in managing the online learning process. According to Harjanto & Sumarni (2019), this platform is especially premeditated for learning purposes to support interactive learning environments. Also, Google Classroom is a blended education platform for schools that simplifies the process without paper by designing, distributing, and grading assignments (Wisniewski, 2018). As illustrated, Google Classroom logic in education has two strategic goals: to generate an app system with Google at its center, and to mold teachers, students, and guards into future Google users.

Google Classroom is available on four main menus stream, classwork, people, and grades. Iftakhar (2016) argued that on the same page, the user can see a plus sign on the lowest side. Further, if it was clicked by the user it will appear four different tabs named create a question, create an assignment, create an announcement, and reuse post. From Google Classroom also, the user can give information about the materials, send the email to all students, add the link and YouTube, and save all files on Google Drive. Suknawati & Nensia (2019) state that Google Classroom can be effective for teacher and students through the feature.
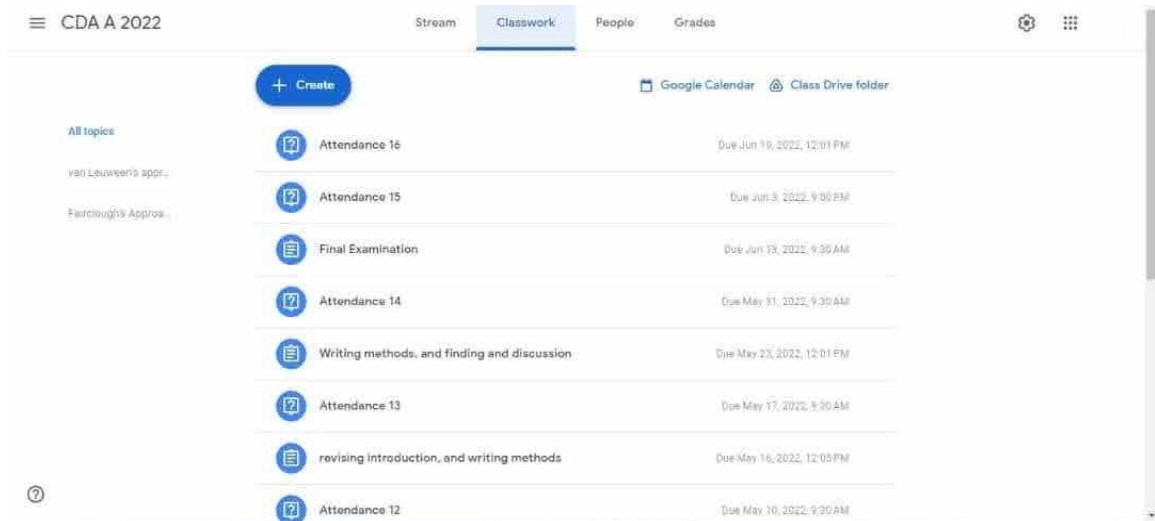
1.1 figure menu of Google Classroom

There are benefits of using Google Classroom for learning. According to Gilbert (2015), the benefit of uploading tasks through Google Classroom is students who joined an online American History course at a senior high school in America felt easier and more effective compared to the conventional submission technique. Furthermore, Beaumont (2018) said that Google Classroom is offering a platform for making a digital class, facilitating digital production, sharing materials, keeping communication between students and teachers, managing folders, and uploading tasks and all posts can be viewed in real-time by the user. It concludes that students can learn on their frequency and increase the use of the Google Classroom platform.

2. 1. 2 CDA in ELT Course

The Critical Discourse in ELT course aims at supporting the students to (1) have a solid understanding of the key topics in CDA based on the four schools of thought, (2) have the capacity to analyze text based on seven schools of CDA, (3) to be able to relate the analysis to the concern of CDA in education, (4) to engage students with a critical analysis of different curriculum and educational documents and practices, (5) to enhance critical awareness of how educational text and practices portray particular conflicting discourse. Thus, this course establishes critical thinking and awareness inclusively towards discourse in students' daily lives. As Collin, 2016, CDA is not only analyzing the linguistics content of the text, but also the broadening social context in it. As we can analyze why, how, and to what end we analyze it.

In the CDA course learning process, students specifically identify the basic concepts of CDA proposed by its advocates (Fairclough, Wodak, Van Leeuwen, and Van Dijk). Further, students can critically analyze discourse reflected in various media (e.g newspapers, textbooks, advertisements, social media, websites, and other digital platforms). Hereafter, the discourse is considered in three related dimensions such as a text (spoken and written), as an interaction between people involving processes of producing and interpreting the text, and as a part of a piece of social action.

In this course the students should accomplish three types of assignments 1) three critical summaries, 2) nine analyzing authentic text, and 3) two response essays. Each assignment should be submitted punctually based on the due dates given. Students' oral performances are included discussion and poster presentations. To depict a tail of growth

and movement within the setting of the classroom in the path of constructing the pedagogically appropriate materials under the influence of the networked interaction of actants (Mohammadi, Shirvan & Akbari, 2018).

2. 1. 3 Affordances of Online Learning and Technology

Nowadays, the affordances of technology have become very important in learning environment. Further, technology enables facilitate for the teachers to manage online classroom activities, and help improving the language learning process. According to (Kumpulainen & Rajala, 2017; Resta & Laferriere, 2007) the encouragement of collaborative learning in the field of technology, the problem of group structure, and the tractability of time and room should be taken into thought. Students can be together in a virtual room without being together in the same room or at the same time. Bates (2019) also argued that faraway access can create a key advantage: online learning can be a flexible balance for the inconveniences of organizing face-to-face conversations. This can be made to success in educational learning even beyond the university-based classrooms. Roberts (2004) said that the equivalence in contribution, anonymity, and tools to minimalize the risk of individuals governing group conversation can also be stated as online-specific advantages.

In their evaluation of studies that utilize technology to encourage collaborative learning, Resta and Laferriere (2007) recommended four affordances for utilizing technology in collaborative learning. The first is meant to construct students ready for the knowledge society, such as knowledge, creation, and practicing collaboration skills. The second is to increase students' progress in the terms of their cognitive act and increase

their perception. The third is online technologies enable flexibility of room and time, that is, students can cooperate and collaborate anywhere and at any time. The fourth is to support students to be energetically involved in the learning activity, although at the same time, educators can find the editing is done and the changes by students to look at what their write or peers add. Moreover, Jeong and Hmelo-Silver (2016) state that struggled to build an outline to intensely explore how technologies, along with social pedagogical strategies and social supports, are exploited to encourage collaborative learning. Wherefore, Jeong & Hmelo-Silver (2016) recommended the seven main affordances of computer-supported collaborative learning (CSCL) to collaborative learning: 1) forming a common task, 2) interaction and conversing 3) sharing sources, 4) being involved in productive activity, 5) involved in co-creation, 6) regulation and observing, and 7) communities and building groups (p. 249). These affordances are not private to any CSCL condition. However, Jeong and Hmelo-Silver (2016) argued that a scaffold, that builds a plan of technological strategies and pedagogical for apiece affordance, can be used when teachers, learners, and researchers face states to resolve suitable technological support for collaborative learning.

2. 1. 4 The Role of Teacher in Online Collaborative Learning

In a virtual context, the role of the teacher is important. According to Maita (2022), a Teacher as a creator in the virtual situation may have other accountabilities such as constructing and designing online courses. Also, Rice (2012) stated that a teacher can be a flexible person; depending on the course the students join in and the instructional person will be various. As an organizer, the teacher has the accountability of being a tutor,

supervisor, and mediator in online classes. Bates (2019) argued that a teacher needs to encourage the students to actively transmit and establish knowledge.

The consolidation of technology has produced a development and facilitative situation for interaction between teachers and students for online learning. Because of that, facilitating group learning can be completed and helped by using digital technology (Engeness, 2020). Also, Satar & Akcan (2018) argued that while some instructors must be present for interaction and online learning, they may at times dominate students' discussion and collaboration. To prevent such scenarios, roles should be cautiously adapted to the online interactive setting where the teacher is thought of as an instructor, organizer, and facilitator (McGee & Voeller, 2015). There are three features below that the teacher's role is to complete the indication that the students are the receivers, and the teacher is not permanently the source of knowledge. First, the instructor presents and determines the explicit nature of tasks or online classes; Second, the organizer role requires the teacher the ability to plan and design the structure of learning; Third, the instructor needs to facilitate the process of learning by enabling peer interaction in an online environment and simplify the explanation of the course materials (Patel, 2015). Additionally, Xhemajli (2016) stated that enlarges the list of regulations, arguing that a teacher does not have to become only educational roles, she or he has to be an instructor, designer, facilitator, organizer, educator, and adviser; it means, the teacher is the facilitator of teaching material and the partner during interaction and learning.

2. 1. 5 Distance Online Learning

This part is to investigate issues correlated with distance learning as well as the technologies used for course sending of online courses. The primary pedagogical and theoretical principles that announce the successful use of CMC to give distance education are also discussed.

2. 1. 5. 1.   The evolution of distance learning

Distance education is a learning activity in which students and teacher do not meet physically in the same place. Taylor (2001) and Bates (2008) have summarized some points about the evolution of distance learning, as follows:

1.   Delivery of printed materials through postal mail.

2.   Materials presented in the multimedia form of audio-video.

3.   Two-way synchronous audio-video communication.

4.   Asynchronous learning with interactive media using the internet.

5.   Self-center students through the internet and website.

2. 1. 5. 2.   Web-based learning

Web-based learning is assumed to form the use of online tutoring systems created to give educational content to students through the Web with an aspect for online collaboration. Online programs and courses that combine such methods are often applied and developed by academic as well as nonacademic organizations universally (Fageeh and Mekheimer, 2013; Nam and Smith-Jackson, 2007). Reinders and White (2010) cited many

pedagogical and organizational benefits of Web-based learning that involved benefits connected to authenticity, feedback, empowerment, interaction, control, multimedia, and nonlinearity. Another benefit of online materials is connected to independent learning.

Also, Reinders and White (2010) stated that Web-based learning gives students instruction over routes and access by way of the material. It means this Web-based learning is the former focuses on individual interaction with educational content, whereas the second focuses on the general aspect of different computer-supported communication technologies.

2. 2 Review and Relevant of Study

There has been much research focusing on how Google Classroom is applied in various English language teaching and learning activities. As an example, Fonseca & Peralta (2019) studied was illuminating the students use ICTs to exercise their writing ability outside the classroom and analyzed the influence of Google Classroom in the enhancement of the student's writing ability out of the school environment. Findings reveal that the use of this platform brings about benefits that allow students and teachers to ease the teaching and learning of writing. Further, Kumar and Bervell (2019) investigated Google Classroom for mobile learning in higher education. The findings indicated the non-linear correlation between Hedonic Motivation and Habit with the rest of the UTAUT2 factors. Students' acceptance to Google Classroom was described in Habit, Hedonic Motivation, and Performance Expectancy. However, the Habit and Hedonic Motivation signified positive non-linear correlations with Performance Expectancy, Effort

Expectancy and Social Influence on the purposive use of Google Classroom. In another study, Nurbuat et. al. (2022) studied undergraduate students' perceptions toward Google Classroom integration into EFL classrooms. The findings revealed that Google Classroom facilitated students to gain easy access of online teaching and learning practice, support the interaction between teachers and students, and shape a more interactive online learning situation. Last, Nuryatin et. al. (2023) studied present explain online learning in Indonesian schools during the pandemic in the use of Google Classroom. Findings revealed that effectively increases students' activity and increases students understanding in using Google Classroom.

Given these facts, this study is relevant to the previous ones in terms of the employment of Google Classroom to support English language learning practice, the contributions of Google Classroom to the students' behavioral and perceiving aspects, the role of Google Classroom during the pandemic learning activities, and the student's perceptions on the use of Google Classroom to teach English in the Indonesian EFL context. However, research on the course of CDA in ELT remains scarce. Therefore, the present study aims at filling the investigative gap.