CHAPTER 2
LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to the teachers' perceptions, digital teaching media, and Google sites.

2.1 Teachers' Perceptions

Perception refers to an idea that arises from a person's self against something that is conveyed through the mind. Besides, Teacher perceptions are thoughts or mental images that teachers have about their students which are formed by their background knowledge and life experiences (The Iris Centre, 2012). Therefore, the perception possessed by the teacher comes from the thoughts or beliefs that the teacher has towards their students or their experience in teaching.

Moreover, teachers' perceptions and thoughts on something will affect how they perform in the future. What and how teachers think about their profession, as well as the programs that support their learning, can have significant consequences on the system in which they work (Liu, 2019). Therefore, a positive perception of work and work aids will be required to help the quality of performance that will be carried out by the teacher.

Further, it is also critical for teachers to envision themselves in capacities other than their traditional duties as knowledge bearers. Teachers serve as facilitators, architects, guides, tutors, counsellors, instructors, and role models (Liu, 2019). Therefore, the role and perception of teachers in education will be very important to support the quality of their teaching.

Besides, technology is growing at this time. Teachers have their perceptions of technological developments in education, and the utilization of technology provides a facility in the form of digital learning. Teachers' perceptions and beliefs about technology or digital learning itself will positively affect their teaching. Hartman, Townsend, & Jackson (2019) said, "An educator's

beliefs about using technology become a factor in the ability to adopt the new technology into their pedagogy" (p. 3). Therefore, teachers must have a good understanding of technology or digital learning to provide a positive perception for the teaching about the use of technology in their classroom activities.

In addition to the positive perception that teachers need towards digital or technological learning, confidence in operating these tools is also very important. The values, beliefs, and degree of confidence of educators all have a role in the adoption of new technology and pedagogies. A favourable attitude toward technology was discovered to be a key influence in the desire to employ instructional technology (Hartman, et., al., 2019). Therefore, good perception and confidence in the use of technology as a teaching media will be very important to increase the desire to use technology in teaching.

Furthermore, by exploring the teacher's perception of this digital tool, it can have a positive Impact on both teachers and student because teachers' perceptions are important to have to provide good teaching quality according to the needs of students and the teachers. By observing whether something is good or not according to the perceptions that the teachers have of digital teaching or digital teaching that used in classroom activities.

2.2 Digital Teaching

The use of Digital media can also be used for educational needs as a digital-based learning media. Using media in learning can become beneficial both for teachers and students. Students will get benefit from the use of media to fulfil their learning objectives, while teachers benefit from the use of media to convey educational materials (Arafah, et., al., 2020). Therefore, the use of digital media in language teaching by teachers is intended to improve students' capacity to acquire and learn targeted language, which will provide advantages and assist students in authentic communication such as receiving information, interacting, receiving guidance, and organizing what they learn.

Then, the teacher is a person who determines the development of innovation in education with the use of teaching materials, Yordming (2017) said,

"One of the factors that determine the development and innovation of education, in general, is the teacher because they are the ones who use ICT investments for educational development" (p. 1). Therefore, teachers who can use technology or digital teaching can encourage innovation and developments in teaching methods in the realm of education that create new learning innovations in classroom activities.

In addition, the use of technology in the teaching process also provides teachers with the opportunity to create a more interactive classroom atmosphere, Yordming (2017) stated, "Technology provides so many options to make teaching interesting and also make teaching more productive in terms of improvement" (p. 1). Furthermore, the class will become more interesting if digital-based teaching is inserted into classroom activities.

Hereinafter, the use of digital teaching also provides opportunities for teachers to create activities in the classroom in teaching English with new things. The way English is learned and taught has changed as a result of the increasing use of digital technology in the classroom. Language acquisition is no longer confined to traditional classroom settings, where teachers and teaching materials are often the primary sources of language input and practice (Renandya & Widodo, 2016). In this case, teachers can take advantage of technology or digital media that are relevant to their needs in the teaching process.

Then, the learning and teaching process with digital is usually in the realm of junior high school to the top level. In the larger educational environment, digital opportunities for learning are multiplied in primary and secondary schools, in the workplace, and in non-formal self-learning (Rennie & Smyth, 2019). Therefore, digital teaching in junior high schools is currently very widely used to achieve the learning goals of every teacher in junior high school, children will explore more quickly the media they use in the learning process.

2.3 The Benefits of Digital Teaching

The benefits of digital teaching are transforming the opportunities available to teachers, it is possible to personalize learning, and the ability to assist

each student to learn at their own pace and on their route is the most crucial advantage of digital learning. And then, teachers may easily build and manage group presentations using social learning systems. Further, it is preparation and development are increasingly focused on a competency map, numerous tailored methods of learning, and numerous opportunities to demonstrate learning for the teacher (Vasylyshyna, 2020). Furthermore, the use of digital media in teaching can help teachers in the teaching process to make the class more interactive.

In addition, digital teaching is not only an innovation in teaching but also an innovation in the curriculum. Innovations in digital teaching are not just technical innovations but rather academic, curricular, organisational and structural innovations (Digitalisierung, 2016). Moreover, digital teaching can provide teachers with new teaching methods to make classroom activities livelier and more interactive.

Besides, there are several different types of teaching and learning using digital tools were found. First, purely online education in which teachers and students are only in touch online. Second, purely face-to-face education is enhanced by digital tools and in which teachers and students are physically present at the same place at the same time, and third, a mixed version called blended learning (Meinokat & Wagner, 2021). The three types are usually used by teachers using digital technology today. The use of Google sites is included in the mixed method or blended learning because the use of Google sites as digital teaching can be done face-to-face directly in the classroom and used as a digital-web based teaching media that can be carried out directly in classroom activities.

2.4 Google Sites

There are many products owned by Google, one of Google's development products is Google sites. Google sites is a tool from google to create a site released on February 28th, 2008 to help people in making the sites easily and simply (Auliya, 2022). However, in this era many teachers take the advantages from the technologies by use Google sites as a media for teaching and learning process in the classroom activities.

This site can be accessed for free and it is also easy to use by the user. Ramadannisa & Hartina (2021) stated that," Google Sites is very easy to use for teaching, primarily to support learning by maximizing Google Docs, Slides, Sheets, Forms, Youtube, Calendar, etc" (p. 2). Therefore, with various features: translate, timing, calculator, search, file search, meeting schedule, public data, other google products, drag and drop the teachers can use these Google sites to achieve learning goals and provide more interesting classes by inserting text, images, videos, or the desired files and adjusting their position to make them look neat and selected.

Then, Google Sites in this era are usually use as digital teaching media because this media is easy to use and can help the teachers to deliver the material. Google sites can be used as media or learning methods in the classroom, especially in the 21st century and the technological industrial revolution, with the presence of media it is hoped that students will be more interested in participating in the learning process (Pubian & Herpratiwi, 2022). Therefore, the existing of Google Sites that can be used by teachers as learning media are be able can help teachers in their classroom activities.

Moreover, this media is proven as an appropriate digital teaching and learning media. Media experts and material experts have accepted and declared Google Sites learning media appropriate (Nugroho & Hendrastomo, 2021). Therefore, Google sites is a Google's product for creating the site is one of the learning media that teachers can use to help their teaching process.

Furthermore, teaching process by using Google sites will give a lot of benefits for the teachers. Learning on the Google Site has numerous advantages for both students and teachers, including the following: learning becomes more appealing, students obtain teaching materials more easily and quickly, and teachers have no difficulty storing learning materials. Therefore, the file or material who will give to the student will stored safely on the site, moreover, teachers can give the assignments through the Google Site and the students can do the assignment directly on the site (Ramadannisa & Hartina, 2021 stated from Azis, 2019).

Therefore, with such benefits, it is not only the teaching process that is helped by the site but the teacher's assessment of students can also be done by utilizing the site.

Then, Google Sites give the impression of a more interactive learning and teaching process because Google Sites allows users to combine various information in one place including videos, presentations, attachments, text, and more that can be shared according to user needs (Taufik et al., 2018). Therefore, the teacher will not be difficult when providing material files, video assignments simultaneously in one place and can be shared via a link that will shared to the student to access the material of the study.

Moreover, it will greatly facilitate teachers and students in the classroom activities and facilitated the students. As Lisnaeni & Salsabila (2021) state that, "The student will be facilitated in the physics learning process and can help students in the learning process independently without a teacher" (p. 3). Therefore, the teacher can provide material directly to students then the teacher guides activities based on the material that has been provided through the site.

2.5 How to Use Google Sites

(Figure 1. Google Sites icon)

The Google Sites feature is very functional and really adapts to user needs. Therefore, this is a positive thing compared to putting a lot of features but rarely used. Furthermore, the first step to create learning media on Google sites is to set up a Google account, then visit Google Sites by searching on google search after that click the (+) icon which is located on the top left side, then click blank and the display will change to the Google Sites dashboard page.

(Figure 2. Started the Google Sites)
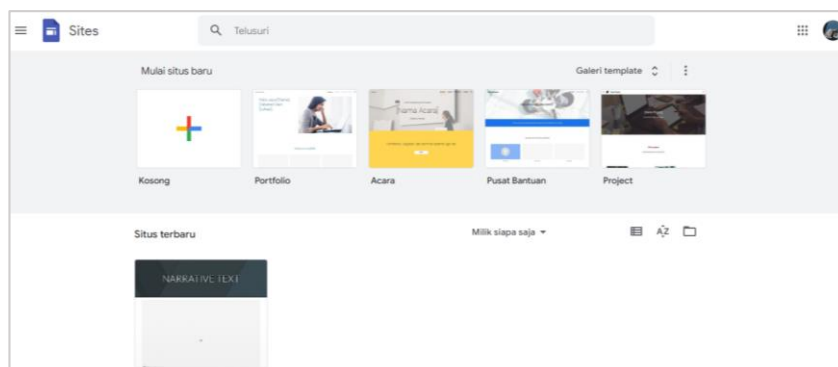
There are several templates located at the top, middle and side of the page. At the top, there are several buttons such as: **Undo** to undo changes that have been made, **Redo** to revert the changes you just made, **Preview** to see your website. Then **copy website link** to copy the link from your draft site, **share with other** people to invite colleagues to collaborate to manage your content, **settings** to do some site design settings, **more** to display even more functions and **publish** to publish the finished website (Karlina, 2022). Therefore, the teachers can use these temples as their needs.

(Figure 3. Google Sites's Dashboard)

In addition, for the middle template there is a function; **the site document name** is filled with a unique name for viewing your site. **The site name** contains your site address. **The page title** contains the name of the existing page on the site. Furthermore, on the right side of the template there are three main categories, such as; **Insert** that contains the type of content that can be inserted into the site. Such as images, documents and other applications. There are also customizable layout options (Google sites.com).

(Figure 4. Right side of the Google sites dashboard)
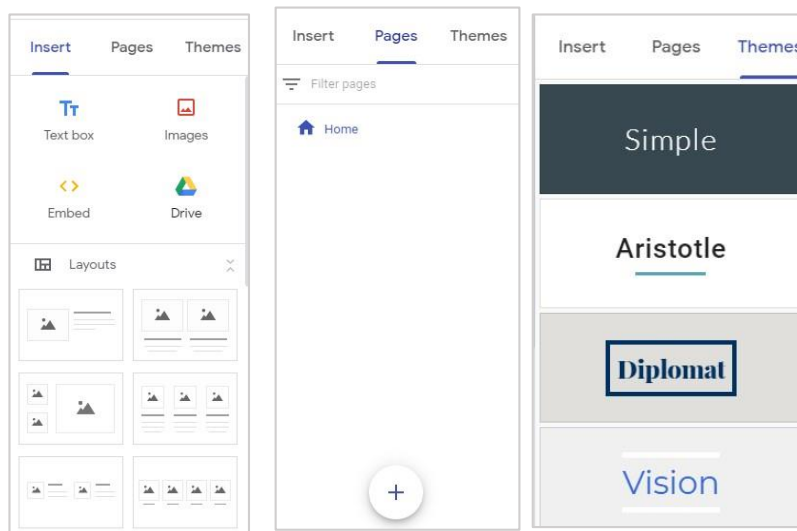
Pages to display the number of pages you have. This feature can also be used to add web pages**.** Then, **Themes** contains a wide selection of themes that can be customized. From the background, accent colour and typeface.

Furthermore, to chance the site name click the title text in the header. Then replace it with a name of your choice, for example "Narrative Text".

(Figure 5. Change display name)
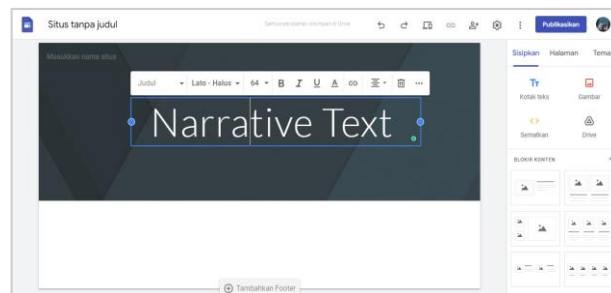
Then click on Insert Text Box which is used to provide a brief description of your website. The text can be settings such as bold, numbering, italic, bullets and other formats by clicking on the text.

Then, if drafting and designing is done the website then it is time to publish the site. Click Publish which is located on the top right side. Then enter the site address in the web address field.

(Figure 6. Publishing the site)
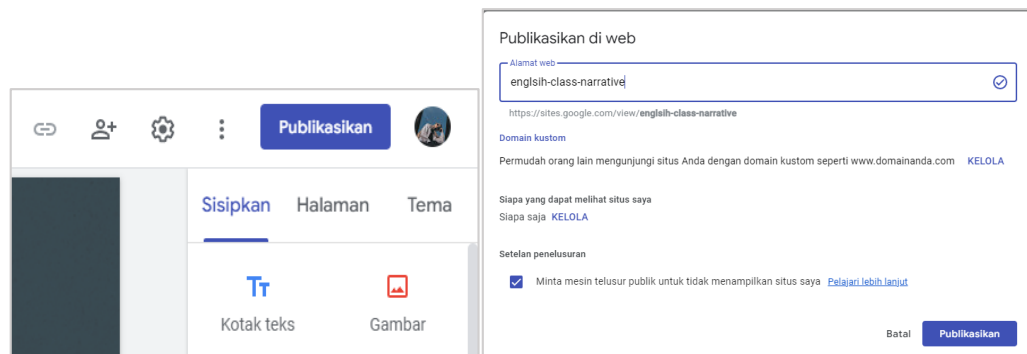
After that, enter the site address in the Web address field. In the Who can view my site option, click Manage to make settings and click publish to make the site visible for the students or the teachers just need to share the link site therefore the students can access the site via link given by teachers.

The example of English teaching by using Google Sites:

(Figure 7. Example of English material by teacher in using Google sites from https://sites.google.com/guru.smp.belajar.id/recipe-omelet/home)

In conclusion, these are the features in Google Sites that teachers can use to create interactive and more interesting teaching in English classroom activities. In order to help teachers in the teaching process to fulfil their learning goals. in terms of how to use it, which is simple and by the times, it will be very suitable for teaching in this era.

2.6 Study of the Relevant Research

Several studies have been carried out that are relevant to this research. Therefore, the researcher studied the relevant study on the teachers' perceptions of digital teaching before deciding to conduct this research. The relevant studies discussed in the following order:

Yordming (2017) conducted research to look into the need of including the Internet in teaching and school Internet access, teachers' confidence in using

digital media in the classroom, administrative support for using technology in the classroom, and the types of digital educational tools used in EFL classrooms. The result of this study is the use of the Internet in language teaching is one of the benefits of their English teaching and also the teacher felt confident when they were using the digital teaching in their teaching.

Then, another research conducted by Fatimah & Santiana (2017), examined students' and teachers' perceptions while preparing their teaching by using Prezi, Glogster, Edmodo, Toondooas and Goanimate applications.

Another related research was conducted by Anwar (2021). The study examined the perception of English teachers regarding the use of virtual media in learning English using the Canva application. This study resulted in two conclusions regarding the functions and benefits of using Canva media in learning English. The additional function of Canva is it can facilitate teachers to make learning media, and improve the online teaching process. While The substitution function of Canva is a learning media effectively, Canva is a learning media that easy to use by students, it is can help the technology requirement.

Furthermore, Songkhro, Dequiña, et., al. (2022) conducted the research related to this topic with the research aimed; studying the second-year university students' achievement after using animated videos through Google Sites to enhance socio-culture of native English-speaking countries, examining the efficiency of animated videos, and exploring the students' level of satisfaction after using animated videos. The results pointed out that using animated videos to enhance Socio-culture of native English-speaking countries can effectively help the students increase their knowledge and understanding.