

CHAPTER II

LITERATURE REVIEW

This chapter describes relevant theories and previous studies related to the research. Those theories focus on learning strategies, types of learning strategies, blended learning, characteristics of blended learning, Google Classroom, characteristics of Google Classroom, and using Google Classroom in blended learning. They will later be used to design research instruments. In this chapter, previous studies regarding the use of Google Classroom in blended learning will also be discussed.

2.1. Learning Strategies

This section presents relevant information regarding the platform: Those are the definition of learning strategies and the types of learning strategies.

2.1.1. The Definition of Learning Strategies

Kemp (1995) explains that learning strategy is a learning activity that teachers and students should do and complete, so that learning objectives can be achieved effectively and efficiently. Learning strategies can be defined as those that can provide students with facilities or assistance in achieving specific learning objectives (Kozma, 2007). Additionally, as Sanjaya (2011) coined, learning strategy refers to a general pattern of conduct between teachers and students when they engage in teaching and learning activities.

Other scholars have also proposed their definitions of learning strategies. David (2008) explains that learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. Sanjaya (2017, as

cited in Ngalimun, 2017) claimed that learning strategies can be seen as any activity that is chosen to help students achieve particular learning objectives.

With reference to the definitions above, this study defines that learning strategy is the perspective and direction of actions taken to achieve the envisaged learning objectives. In this respect, teachers should also emphasize that any desired behavior can be achieved by students in learning activities that can encourage the development of fun and efficient learning to achieve goals.

Bringing the concepts of learning strategies to the Indonesian context, MoEC through the 2013 Curriculum (The K-13, henceforth) defines the term learning strategy as the perspective of educators used to create a learning environment that allows the learning process to occur and specified competencies to be achieved (MoEC, 2014). The MoEC's Regulation Number 65/2013 regarding Standards of Process, suggests various strategies for integrating ICT into learning processes in the K-13 for primary and secondary education levels. The learning concepts used are the utilization of information and communication technologies to promote the efficiency and effectiveness of learning (Eremie & Agi, 2020).

Furthermore, learning strategies in K-13 are the ways chosen to convey subject matters in a particular teaching environment, including the nature, scope, and sequence of activities that can provide learning experiences that emphasize the competence and character of students. Learning strategies or tactics used by educators to handle a learning activity, such as lectures, questions and answers, and conversations, are also descriptions of learning strategies used in any grade levels in the K-13 (Nurdyansyah & Fahyuni, 2016).

So, it can be concluded that learning strategies in K-13 are methods used by teachers such as lectures, questions and answers, and conversations to create a learning environment by utilizing information and communication technology.

The following section will specifically discuss types of learning strategies and the functions of this discussion in this study.

2.1.2. Types of Learning Strategies

This section intends to describe relevant types of learning strategies. In this study, they are classified into two primary types: Traditional teacher-led learning strategy and technology-based learning strategy (Tularam, 2018). The followings will explain each of the strategies in a more detailed manner.

Traditional teacher-led learning strategies. Traditional teacher-led learning strategies are teacher-centered methods that promote the drill and rote method of memorization where children learn through repetition and memorization (Graphy, 2022). Castronova (2002) explains that traditional teacher-led learning strategies refer to instructional strategies designed by teachers and led by teachers in classes such as didactics, drill and practice, and expository learning. In addition, traditional teacher-led learning strategies are a passive learning process where students enter into a structured situation and, inevitably have to adapt to the structure to gain additional knowledge and experience (Zhang & Maconochie, 2022).

Bringing the definitions of a traditional teacher-led learning strategy into the Indonesian current education context, there are prominent characteristics of this learning strategy. Firstly, learning occurs in a physical space, within the four walls

of a classroom (Schmidt et al., 2022). Secondly, the teacher is in a complete control of the learning environment (Drexler, 2010). Thirdly, face-to-face interaction between teachers and student, occurs at a predetermined speed and schedule (Shu & Gu, 2018). Finally, traditional teacher-led learning practices tend to be individualistic and do not necessarily accept the difficulties involved in collaborating with the organizational realities of the school (Frost & Durrant, 2002). It can be concluded that traditional teacher-led learning strategies are teacher-centered methods in passive learning spaces and processes. Students follow rote, didactic, drill and practice methods, and expository learning through repetition and memorization.

Technology-based learning strategy. Lestari (2019) stated that technology-based learning strategy is learning that combines a learning process with the use of learning technology media. Technology-based learning strategy refers to the learning of content via all electronic technology, including the Internet, intranets, satellite broadcasts, audio and video tape, video and audio conferencing, Internet conferencing, chat rooms, e-bulletin boards, webcasts, computer-based instruction, and CD-ROM (Graphy, 2022). Technology-based learning also includes related terms such as learning via the web and learning that only includes learning that occurs on computers (Graphy, 2022). Additionally, technology-based learning concerns a methodology in which technology plays a supporting role and enhances a traditional face-to-face classroom environment (Serrano et al., 2019). To sum up, a technology-based learning strategy is learning that combines the learning process

with the use of technological media where technology plays a supporting role and enhances learning, namely through online learning and web-based learning.

Technology-based learning strategy, most of all, offers geographic reach and a scalability of training and educational efforts that face-to-face interaction cannot achieve (Gudanescu, 2010). Additionally, it provides a variety of learning opportunities, as well as the chance to monitor development and assess results as an integral part of learning (Simin & Rosdy, 2015).

It can be concluded that traditional teacher-led learning strategies involve direct instruction from a teacher, typically in a classroom setting, with a focus on lecture and memorization. On the other hand, technology-based learning strategies utilize technology to facilitate learning, such as online courses, virtual reality, and educational apps, and tend to be more interactive and student-centered. Both have their own strengths and limitations, and the choice between the two will depend on the learning goals, students' needs and preferences, and the resources available. Additionally, it is important to keep in mind that combining the two strategies can result in a blended learning environment that makes use of the advantages of both traditional and technology-based strategies.

The following section will specifically discuss the blended learning of this discussion in this study.

2.2. Blended Learning

This presents relevant information regarding the platform. It include the definition of blended learning and the characteristics of blended learning.

2.2.1. The Definitions of Blended Learning

Rovai and Jordan (2004) explain that blended learning is basically a combination of the face-to-face in the classroom and learning that utilizes internet and web-based networks. Koi-Akrofi et al. (2020) explains that online learning has been given many names: blended learning, mediated learning, hybrid instruction, web-assisted instruction or web-enhanced instruction. Likewise, Ansari and Khan (2020) describe blended learning is an environment for open and dispersed learning that makes use of pedagogical tools made possible by web and internet-based technology to promote learning and knowledge development through meaningful action and interaction.

It can be inferred that blended learning refers to a combination of face-to-face and learning that utilizes internet and web-based networks, which utilizes web and internet-based technologies to increase the effectiveness of meaningful learning.

The following section will specifically discuss the Google Classroom.

2.2.2 The Characteristics of Blended Learning

This section intends to describe characteristics of blended learning. In this study, they are classified into four primary characteristics: Online learning, personalized learning, customized learning, dan competency-based learning (Das & Das, 2015).

The followings will explain each of the characteristics in a more detailed manner.

Online learning is the provision of learning instructions to students via the web in a structured manner. Allan (2007) argue that blended learning can be maximized by utilizing online technology such as learning applications, videos, and discussion forums. In this case, online learning is one of the key components of blended

learning which can provide access and flexibility for students in learning. Poon (2013) argue that blended learning allows students to benefit from online learning experiences. Online learning plays an important role in helping students access and use digital resources, while blended learning allows students to take advantage of the advantages of a combination of online and face-to-face learning.

Duckett (2010) explains that personalized learning is a process that focuses on developing learning programs that are tailored to the individual needs of students and aimed at helping them to achieve their best potentials. Personalized learning is a method of education that increases motivation (Mufdalifah, 2017). Personalized learning systems make use of a specially designed program that incorporates e-learning and social networks such as blogs, facebook, twitter, and so on (Dabbagh & Kitsantas, 2012). Cardno et al. (2019) assert that if students are placed in personalized learning environments, they will be more effective in learning by applying their knowledge and struggling to find more information. Teachers can use technology to provide learning materials that are adjusted to each student's needs and abilities (Dewantara et al., 2021). Using a personalized learning approach in blended learning, each student can learn in the most effective and efficient way for themselves, allowing them to achieve better learning outcomes.

Grant and Basye (2014) said that customized learning is a process that helps students to understand concepts and acquire skills in a way that suits their learning style and speed. Customized learning that is tailored to the needs and abilities of individual students has a close relationship with the characteristics of blended learning (Das & Das, 2015). In blended learning, students can take the advantage

of technology to study independently and choose the most suitable learning method for them, thus enabling them to understand the material better (Harvey, 2003). Teachers can also use the evaluation results to find out the weaknesses and strengths of students and provide learning experiences that suit their needs. Therefore, customized learning and the characteristics of blended learning support each other in providing a more effective and efficient learning experience for students (Das & Das, 2015).

Competency-based learning is a learning approach that focuses on achieving certain competencies rather than the amount of time taken. In this approach, students can process information and master skills at their own pace and not be tied to a specific timetable (Gonczi, 2012). Achieved competence is defined as a combination of knowledge, skills, and attitudes needed to complete a task or achieve a certain goal. O'sullivan and Burce (2014) said that competency-based learning is a learning approach that focuses on mastering specific skills and knowledge and facilitates the development of skills through gradual and measurable learning. Competency-based learning or competency-based learning has a strong relationship with the characteristics of blended learning (Das & Das, 2015). In this case, blended learning can assist teachers in providing learning experiences that are tailored to the needs of students and enable students to develop competencies independently. Thus, the relationship between competency-based learning and the characteristics of blended learning is mutual in providing a more effective and efficient learning experience for students.

The following section will specifically discuss the Google Classroom.

2.3. Google Classroom Platform

This section presents relevant information regarding the platform. It include the nature and characteristics of Google Classroom.

2.3.1. The Nature of Google Classroom

Subandi et al. (2018) explain that the technology known as Google Applications for Education (GAPE) was created to support collaboration and information technology across a range of educational levels. In 2014, Google Apps for Education included a new feature called Google Classroom (Iftakhar, 2016). As noted by Pradana and Harimurti (2017), Google Classroom is a component of the Google for education system and represents a ground-breaking innovation in the way it empowers teachers and students to engage in active discussion while completing learning activities. Faruq et al. (2018) explain that Google Classroom is an application in the shape of a classroom that is connected via an internet connection and takes place in cyberspace. This educational application, which is regarded as one of the greatest in the world, improves the workflow of teachers while offering robust features for students (Asnawi, 2018).

From the explanation above, it can be concluded that Google Classroom is a new application feature that is connected via an internet connection and occurs in cyberspace to support collaboration and information technology at various levels of education and is used by teachers to improve workflows while providing advanced features for students.



Figure 1. **Google Classroom**

Source: <https://ids.ac.id/wp-content/uploads/2020/05/mengenal-google-classroom.jpg>

Fauzan and Fatkhul (2019) said that the objectives of Google Classroom are to make it easier for educators to absorb learning and deliver knowledge to students exactly and accurately. In addition, DiCicco (2016) explains that the goal of introducing Google Classroom is for students to learn that the learning management system for schools can be used to facilitate the creation, distribution, and assessment of paperless assignments as well as to help students learn independently and be motivated. Based on the objectives stated by the experts above, it is possible to conclude that the goals of Google Classroom are to assist educators and students in the learning process in order to create online and independent classes.

The following section will specifically discuss the characteristics of Google Classroom of this discussion in this study.

2.3.2. Characteristics of Google Classroom

Muttaqin et al. (2019) explain that the characteristics of Google Classroom include managing class creation, assigning assignments, offering feedback, and seeing everything via the app. Utilizing the internet to learn can be made easier by using

media for learning. This is consistent with Ali and Maksum (2020) explanation that the characteristics of online learning through Google Classroom media include using digital media and computer networks, utilizing electronic information technology, learning materials that can be studied on one's own (self-learning materials), teachers and students having access to resources at any time and from any location, and using computers to facilitate learning. In the learning process, the material offered is in the form of graphics, text, and other multimedia; the material is easily updated; communication is carried out through video conferencing, chat rooms, or discussion forums; and Google Classroom can use the internet as a learning resource, which is a characteristic of Google Classroom (Iftakhar, 2016; Simanihuruk et al., 2019). The characteristics of Google Classroom are also presented in an effective and appealing manner, and students' attitudes are independent and motivated by the active and creative opportunities provided (Iftakhar, 2016).

From the opinions of the experts above, the researchers found similarities in the characteristics of Google Classroom, which have features that utilize digital media, computer networks, and electronic information technology for communication by teachers and students who can access them at any time.

The following section will specifically discuss the use Google Classroom in blended learning.

2.4. Using Google Classroom in Blended Learning in English Classrooms

This section presents relevant information regarding the platform. Those are learning materials and teaching English using Google Classrooms

2.4.1. Learning Materials

A vocational high school is one of the secondary education levels (Kholis & Mardapi, 2017). The MoEC's Regulation Number 65/2013 regarding Standards of Content (MoEC, 2013), lists contents and competencies that vocational high school students learn in their English subject.

Interpersonal Texts. Interpersonal texts is a communication strategy in which people maintain and build social relationships, or people use language to help them build social order and maintain good relations with others (Wood, 2015). In terms of interpersonal function, English teaching should cultivate the ability to use language to maintain and/or establish positive social relationships. Some example of the interpersonal texts included in the curriculum are introducing, apologizing, thanking, complimenting, congratulating, wishing good luck, showing sympathy, care/concern, condolence, anger, annoyance, happiness, disappointment, and boredom (Wijayanto & Ariatmi, 2013)

Teachers must consider whether the use of interpersonal texts is in accordance with the curriculum implemented in schools. This can assist teachers in achieving the learning objectives set out in the curriculum (Manalu, 2016). The teacher must use the right interpersonal text in the right situation. This can assist teachers in achieving the desired learning objectives. Overall, the use of interpersonal text can

have a significant impact on the student learning process. Therefore, teachers must use interpersonal texts carefully and appropriately in the right situations in order to maximize student learning outcomes (Fathurrohman, 2018).

Transactional Text. McCarty (1991) asserts that language serves interactional and transactional functions. This classification is similar to that of Brown and Yule (1983), in that people use language in interactional texts to establish social relationships and express personal attitudes, whereas in transactional conversations they use language to achieve optimal and efficient information transfer. Because transactional texts are message-oriented, cohesive and accurate communication is essential (Richards, 1990). The current English curriculum for secondary school levels (SMP, SMA, and SMK) requires students to be able to express and respond to transactional talks or speeches in real-life situations as a basic competence. Some example of the transactional texts included in the curriculum are ordering/commanding, requesting, promising, warning, threatening, refusing, blaming (Wijayanto & Ariatmi, 2013)

When helping students to master the transactional texts, teachers should be aware of the following requirements (Hossain, 2015). First, they should provide appropriate contexts and situations to facilitate learning through interactive texts and help students understand how to use interactive texts correctly and effectively. Secondly, teachers assist their students to write their texts relevant to the contexts. They must provide appropriate contexts and situations to facilitate learning through transactional texts, and help students understand how to use transactional texts correctly and effectively. Teachers should also help students understand how

transactional texts affect transactions and the exchange of information and materials in everyday life, and help them understand how style of language and supporting elements in transactional texts affect the meaning and interpretation of texts.

Functional Text. Functional texts consists of two types, namely short functional texts and long functional texts. Short functional texts (referred to henceforth as SFT) are types of informational texts to help the information receivers or readers grasp the information quickly (Prasetyarini, 2013). Since SFTs are intended to make the readers understand the texts quickly, they are usually characterized by the use of clear, simple, and concise sentences and pictures or symbols, and the use of particular words or letters. Some examples of the short functions texts include notice, announcement, prohibition, invitation, memo, and advertisement (Prasetyarini, 2013).

Long Functional Text. Long functional are so called due not only to the length in the writing, but also the process of the interpreting which requires specific recognition of their structures and situation. A text will be meaningless if it is taken apart from its structure and situation (Sholeh, 2014).

Long functional texts are also classified on the basis of the intention of the communicator. Based on its communicative purposes, text varies in the course of its function, generic structure, language feature, and vocabularies. To communicate purpose, ones may construct texts in specific structures and use certain linguistic features in conjunction with particular vocabularies. Some examples of the long functions texts included narrative, recount, descriptive, procedure, report, anecdote,

hortatory, spoof, explanation, discussion, news item text, review, and analytical exposition text (Laila, 2013).

Teachers must understand and pay attention to the implications of functional texts in learning (Badriyatul, 2017). They must provide appropriate contexts and situations to facilitate learning through functional texts, and help students understand how to use functional texts correctly and effectively (Yaumi, 2017). Teachers also have to help students understand how functional texts affect tasks and functions in everyday life, and help them understand how style of language and supporting elements in functional texts affect the meaning and interpretation of texts.

2.4.2. Teaching English using Google Classrooms

English teachers at vocational high schools can use the following facilities to enhance their blended learning mode.

The stream is the first thing students see when they log in, and it contains announcements and upcoming assignments for everyone in the class (Warman, 2021). Some teachers use streams to set up class discussion boards, where students can view and access announcements, assignments, discussion topics, and comments (Islam, 2019). When the teacher wants to use this application to teach, for example, short functional texts such as warnings, greeting cards, announcements, and short messages, teachers can share this material in this feature then students can view and download material and information provided by the teacher. Furthermore, the teacher instructs each student to listen carefully to the material or comments from

members of one another, each member must be given the opportunity to express his ideas..

Classwork is the primary page for classifying assignments into units or folders. Warman (2021) explain that the teacher can create quizzes, assignments, and materials for students on this page. Uploaded assignments can be in the form of documents, Google form or spreadsheets, and downloaded assignments will be saved and then assessed on a series of Google productivity applications that allow collaboration between teachers and students or students with students. When the teacher wants to use this application to teach, for example functional texts such as greeting cards, the contents of the letter are greetings which are usually hopes, prayers, congratulations or sympathy. Then the teacher can upload assignments into this feature, the assignments given can be in the form of videos or text. Next, the teacher instructs each student to download it and to make a simple greeting card example, and the last upload assignments to the sheet provided in this feature.

Grading is a page that can view all of their students' grades. Google Classroom can help teachers streamline summative and formative assessments (Tinungki & Nurwahyu, 2020). When the teacher gives all of his student's grades on this page, the grades will be filled in automatically next to the student's name, for example the student has to send answers to the teacher and then send notification via email, and vice versa when the teacher sends a notification. It would be nice to send notifications too so they can be seen (Nath, 2015).

2.5. Relevant Previous Studies

This section intends to report the previous studies relevant to this research with a focus on their study to investigate Indonesian teachers' perspectives on the use of Google Classroom in blended learning. Suhroh and Cahyono (2020) did a study and employed a qualitative research design. They used a survey as the instrument in this research. They invited the teachers of 25 females and 15 males of teachers in different fields of teaching which are 19 teachers from EFL teachers and the rest are from other fields in elementary school from all over Indonesia having used Google Classroom in their classes for at least one semester. The findings showed that almost all the teachers used blended teaching. With the use of blended learning the most alternative purposes were accessibility, a means of communication, and data analysis. The significant challenges on the usage of Google Classroom were in the internet connection and online submitted assignments.

The difference between this research and the research above is that the research used a survey and involved 40 teachers in Indonesia consisting of 40 teachers in different fields of teaching in which 19 were EFL teachers. This study will use an in depth, semi structured interview with two private and two public vocational high school English teachers.

Novita et al. (2022) did a study focusing on the use of Google Classroom for distance learning in the current COVID-19 situation in the vocational school contexts in Indonesian. They used a qualitative mixed exploratory sequential method (observation and questionnaire). They carried out in one of the vocational schools in West Java and involved 184 12th-grade students in the academic year

2020/2021 using the purposive sampling technique. For data collection techniques, this study used observation, a questionnaire with closed-ended questions, and a test. To strengthen the results of the analysis, they used a quantitative (test) that involved two groups consisting of the experimental and control groups. The results of this research indicated that (1) In the use of Google Classroom in distance learning that has been implemented, which is successful and in accordance with learning procedures in class; starting with creating a class, changing the old class theme, making general information about the subject, making subject matter, creating and starting assignments, students doing assignments, and the teacher evaluating assignment results; (2) Student responses to the use of Google Classroom for distance learning were very good; and (3) The learning objectives can be met through distance learning with Google Classroom.

The difference between this research and that of Novita et al. (2022) is that the research method. The study of Novita et al. (2022) involved state vocational schools in West Java and used a quantitative method where they applied a mixed exploratory sequential method with observation and questionnaires. They applied quantitative research (tests) using two groups consisting of the experimental group and the control group. Meanwhile, this current study will employ an in-depth, semi-structured interview, use a qualitative method, and invite two teachers from private and public schools as the research participants.

With reference to the reviewed previous studies, this study aims to fill in the following gaps: First, based on the reviewed studies, most of the methods used were survey and qualitative mixed exploratory sequential methods, whereas this current

study will apply an interview. Second, other studies utilized observation, a questionnaire with closed-ended questions, and a test. This study will indeed use an in-depth, semi-structured interview to underpin its theoretical framework on the primary nature of teaching and on strategies for using Google Classroom to teach English. Lastly, more specifically, this study will involve both public and private English teachers, whereas none of the previous studies included any of these teacher groups.

