

CHAPTER II

LITERATURE REVIEW

This chapter gives a brief explanation of some theories and relevant research studies that will support this research.

2.1 Technology in English Language Learning

The development of information and communication technology has had many roles in educational aspects, especially in the learning process. So the world of education is currently required to make innovations and creativity to improve the quality of education. In this digital era, education must integrate information and communication technology into all subjects. The development of information and communication technology in education, allows students to get abundant, fast, and easy knowledge (Paryanti, A. B. 2021).

The use of various information and communication technologies in English language learning can increase the importance of interaction between teachers and students. The main feature of learning using technology is to train and improve students' ability to listen, speak, and develop their communicative competence (Indrayani, et al. 2023). In this process, the role of the teacher as a facilitator becomes very important. In addition, the use and contribution of technology to learning in English such as podcasts, learning videos, internet websites, and other modern tools have been widely used in learning. Many techniques can be applied in different levels of language learning situations. Some are useful for testing and distance education, others for teaching English, English speaking, reading, listening, or writing.

The use of media in context creates a good platform for teacher-student interaction, providing a better language environment than the traditional classroom teaching model (R. Huang et al., 2019). With this method, teachers in the classroom no longer instruct information aloud and force students to receive it passively. Technology-enhanced learning emphasizes the role of students to be active in learning and increases the importance of interaction between teachers and students.

Baytak (2013 p 26) argues that the use of technology has changed English language learning techniques. Technology provides so many options such as making learning interesting and also making learning more productive in terms of improving students' ability to use English. In traditional classrooms, teachers usually just stand in front of the class and give lecture explanations and instructions using the blackboard. This technique needs to be slightly modified in light of technological developments.

According to Costley (2014 p 47), the use of the Internet can provide benefits and increase student motivation. In addition, the use of the Internet in teaching can help students to understand topics with enthusiasm and develop their knowledge in English teaching. Students can learn meaningfully when technology is used in the learning process through the use of computers, the internet, and so on. When students learn with technology, it helps them to develop higher-order thinking and research skills. Therefore, the right combination of technology and teaching methodology can attract students' attention to English learning.

2.1.1 Google Jamboard in English Learning

In the world of education in Indonesia, English is one of the subjects taught to students starting from elementary level to college (Ardaya, et al. 2022). English is also a tool for oral and written communication. The ability to communicate is the ability to discourse, namely the ability to understand or produce oral or written texts that are realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond to or create discourse in social life. English learning materials at school are taught to develop students' knowledge, language skills, and positive attitudes towards English. For this reason, the material provided should be presented in an interesting, quality, and by the existing developmental level. This attraction is expected to increase students' motivation in developing their initial ability to speak English (Sya. M. F 2022).

Therefore, the role of the teacher is an important factor in the learning process. To achieve the success of English language learning, teachers need innovation and creativity in using learning media. One of them is in using learning

media through technological assistance. Therefore, supporting applications are needed to support more varied and innovative learning activities. *Jamboard* application is one of the applications developed by Google in the form of a virtual whiteboard. Like a whiteboard in general, a *jamboard* can be used for media in explaining learning material by writing material, adding images, and other information (Hidayat, et al. 2022).

According to Edwards (2020), *Google Jamboard* is an innovative tool that allows teachers to interact with students using a whiteboard. Edwards (2020) also added that *Google Jamboard* is part of the Google application that is integrated with Google Classroom (GCR). Meanwhile, according to Sweeney et al. (2021), *Google Jamboard* is an application introduced in 2017 which is a whiteboard system running over the internet that is sold as a hardware and software package with a 55 inch touchscreen display and an annual support fee. This hardware system can be accessed for free at <https://jamboard.google.com/>. The app allows users to co-author in real time through modern communication media.

Christiana (2021 p 124) argues that *Google Jamboard* can create face-to-face in cyberspace by utilizing the Google Meet application to be more creative and varied, then students can collaborate and discuss by displaying their ideas or understanding by utilizing the tools on *Google Jamboard*. According to Christiana (2021), *Google Jamboard* is a quota-friendly web application that is a fairly large digital touch screen also known as an interactive smart display which was released around 2016. *Google Jamboard*, which carries the slogans "As simple as a blackboard, but smarter", "Sharing ideas in brainstorming or lectures", and "Students can join from anywhere", illustrates that this web-based application is the right choice to realize learning implementation that is not monotonous and interactive because teachers can be actively involved with their students.

Jamboard or *Google Jamboard* is a place where teachers and students can collaborate to provide their creative ideas through a virtual whiteboard, thus making the learning process more interactive (Recuero & Blasco, 2020). *Google Jamboard* is a digital whiteboard application developed by Google. It is designed

to facilitate collaboration and interaction in the context of learning or group work. *Google Jamboard* allows users to create, edit, and share notes, images, and ideas in real time. Teachers and students can take pictures from Google search, automatically save their work to the cloud, use shape recognition and easy-to-read handwriting, as well as draw with a stylus and erase with their fingers like a regular whiteboard.

There are several features provided by *Google Jamboard* to assist in the learning process (Rizki Nur Hidayatulloh, 2021). *Google jamboard* features can be used to support English learning activities (Miftah 2013). The following tools can be used on gon *Google Jamboard* including:

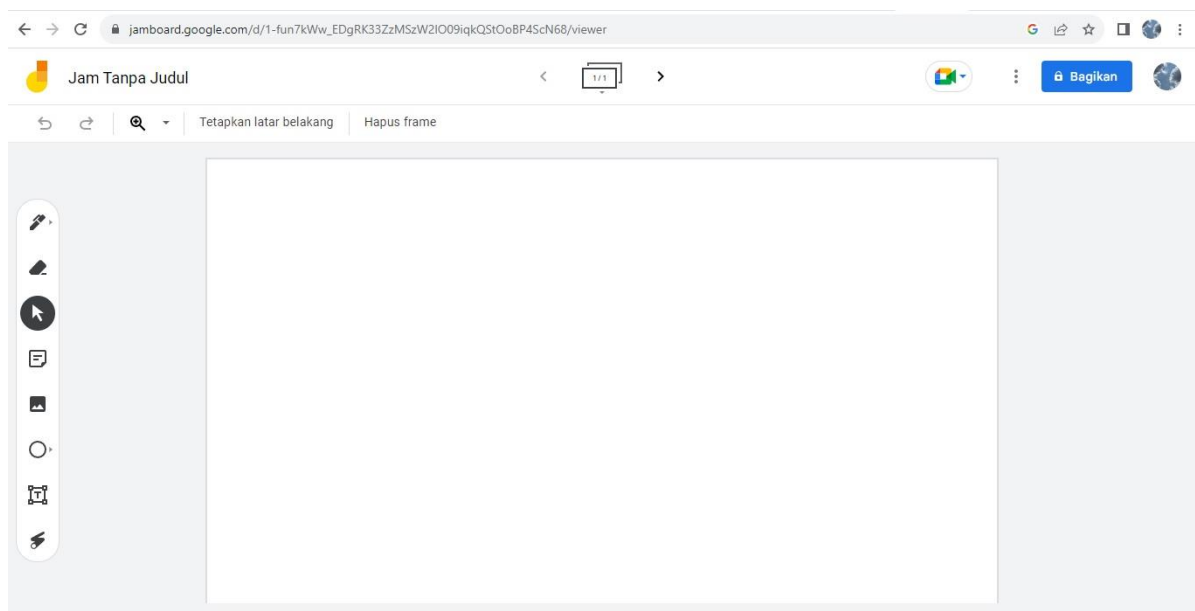


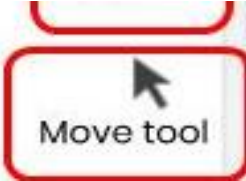
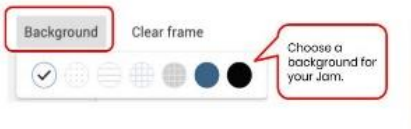


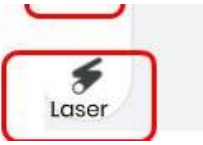



Figure 2.1 *Jamboard* Menu Display

Tools	Description
<p><i>Pen</i></p> 	<p>Used to write on the <i>jamboard</i>.</p>
<p><i>Eraser</i></p> 	<p>Used to erase.</p>
<p><i>Path</i></p> 	<p>Used to select the object to be moved or moved.</p>
<p><i>Background</i></p> 	<p>Can be replaced with color, or pattern as needed.</p>

<p><i>Stikenote</i></p> 	<p>Used to mark important parts of the <i>jamboard</i>.</p>
<p><i>Add Image</i></p> 	<p>Images added can be through google images, google drive and files from the device used.</p>
<p><i>Laser</i></p> 	<p>Used almost the same as a pen, but this laser will disappear shortly after use.</p>
<p><i>Share</i></p> 	<p>Share button to share the jamboard layer.</p>

2.2 Tools Google Jamboard app

According to Raimin (2020), there are several advantages of using *Google Jamboard* in learning as follows:

1. *Google Jamboard* is intuitive and easy to use, *Google Jamboard* is an application that is very easy to use by teachers and students. Thus, teachers and students do not need much time to understand how to use it.
2. *Google Jamboard* has the appearance of a digital whiteboard, where teachers and students can easily pour their ideas on the digital whiteboard.
3. In the notes feature of *Google Jamboard*, there are text boxes and photos that can be used to express ideas quickly and simply. Teachers and students can write down their ideas with sticky notes, text boxes, or photos.

4. In *Google Jamboard*, teachers and students can draw on the slides freely with pens, markers, or highlighters. This can trigger students to be more active in class and write down their ideas.

In addition to some of the advantages above, *Google Jamboard* also has disadvantages. According to Raimin (2020), the disadvantages of *Google Jamboard* are as follows:

1. Until now, no revision history has been recorded. *Google Jamboard* does not have a feature to save revision history, so the revised whiteboard cannot return to the previous file.
2. It is very easy to clean the whiteboard or delete other people's work. So when editing students and teachers should be careful not to delete other people's work.
3. Limited number of active participants and side frames. *Google Jamboard* only provides 20 sides at once in one device.

2.2. English Writing Skills

Writing skills are an activity of pouring ideas or ideas in the form of writing (Renza, M. A. 2022). Writing skills are language skills used to communicate indirectly. Writing skills are one of the most complex language skills. Writing skills require mastery of various linguistic elements. Writing activities also require high concentration. Writing skills as one of the language skills have an important role in life. Writing activities make a person able to express ideas and thoughts.

According to Siti Anisatun (2018 p 93) states "Writing is a process, namely the process of pouring ideas or ideas into a written language which in practice the writing process is realized in several stages which are a more complete system". Meanwhile, Dalman (2015 p 3) states that "Writing is a communication activity in the form of delivering messages in writing as a tool or medium. Writing activities involve several elements, namely: the writer as the delivery of the message, the content of the writing, the channel or media, and the reader."

Every skill in English has a purpose, which is to help students meet the standard objectives they must achieve. In writing, the most common purposes that

are already known are to share information in written form and to express the writer's ideas. Another purpose of writing is to inform and entertain the readers (Chappel 2011). The steps before carrying out writing activities, which should be considered or planned must be taken so that the information contained in the writing reaches the reader. Siti Anisatun (2018 p 94) states that the steps in writing are as follows: idea generation, idea production, and idea processing.

Mulyati, et al (2013 p 115) state that the steps of writing are as follows: mastering writing spelling, mastering term formation, mastering word forms, mastering word choice, mastering writing structure, mastering first thoughts and explanatory thoughts, mastering the relationship between sentences and sentences, mastering the relationship between paragraphs and paragraphs, mastering the content of the introduction, the content of the content section, and the content of the closing section. So from the opinions of these experts, it can be concluded that the steps of writing are the topic of writing each topic item in the outline that is compiled. The revision stage is to correct, reduce, and expand the essay if there are errors regarding logic, systematics, spelling, word choice, sentences, and so on.

2.3 Students' Perception the Use of *Google Jamboard* in English Writing Skills

Perception is the result of the brain's work in understanding or assessing something that happens around it. According to Suherman (2021), perception is a process of interpreting or interpreting information obtained through the human sensory system. Perception is a response to a stimulus received by a person (Echols & Shadily 2018 p 138). We need to know student perceptions related to the stimulus that the teacher provides to evaluate learning. Students as subjects in learning have an important role in the learning process to achieve learning goals.

One of the stimuli provided by the teacher is the learning media used in learning English. Likewise, the perception of learning is said by Ginting, A. H. (2022) that in a learning process, the perception of each individual plays a very important role in the process of achieving the goals of the learning being carried out. Perception will affect the behavior of the response attitude and motivation. In

short, perception is a process that starts from vision until a response is formed that occurs within the individual so that the individual is aware of everything in his environment through his senses.

Technological developments have changed activities in various aspects of life, as well as in the aspect of education. Educators are required to have creative and innovative learning abilities in conducting learning (Mappapoleonro, A. M. (2019). Technological developments have produced many innovations to support the learning process. One of them is a variety of learning media which has made significant changes in learning. In addition, students who are a generation that has grown up in technological developments perceive that education with technology will make it easier for them to learn (Carstens et al., 2021).

Raja & Nagasubramani (2018) also stated that students are more comfortable interacting by utilizing technology in education. The use of media in the learning process can attract interest and motivate student learning. This is in line with the opinion of Otta, G., et al (2023) that the benefits of learning media in learning are first, learning will be more interesting for students so that it can foster student motivation. Second, the learning material will be clearer in meaning so that it can be better understood by students and allow students to achieve learning objectives better. Third, students have more learning activities because they do not only listen to descriptions from the teacher but also other activities such as observing, doing, demonstrating, and others.

Therefore, learning in today's millennial era is varied, Google is a well-known Web 2.0 tool that provides many interesting features and applications for teaching and learning (Shaharane et al., 2016). The use of Google features in learning can make effective collaborative learning. Google Sites are very suitable for use by teachers and the 4.0 learning model that is being developed in Indonesia (Firmansyah et al., 2020). Google For Education provides 8 products for learning, namely: Google Workspace for Education, Classroom, Meet, Assignments, Chromebooks, Google Cloud, Virtual & Augmented Reality, and Jamboard (Google, 2021). Jamboard or Google Jamboard is a place where teachers and students can collaborate to provide their creative ideas through a

virtual whiteboard, thus making the learning process more interactive (Recuero & Blasco, 2020). It has become so popular that many studies on the use of web-based applications such as Google have been reported for four integrated language skills, namely listening, speaking, reading, and writing (Nanthinii, 2020).

Google jamboard is used as a tool to stimulate students' attention to the lessons given by the teacher and to stimulate students' thoughts, feelings, and interests. The selection of appropriate learning media can not only stimulate students' thoughts, feelings, attention, and interests but can also improve the progress of student achievement and fulfill the objectives of the subject itself (Sadiman, 2014 p 3). The teacher can display Google Jamboard. To invite students to sketch ideas, solve problems or draw collaboratively, and synchronize the material with students' empirical experience in learning English writing skills.

Therefore, an investigation of the effectiveness and acceptance of technology used in assisting the learning process should be conducted. Several theoretical models have been proposed in investigating and explaining the factors that lead users to accept, reject, or continue using new technologies. One of them is the Technology Acceptance Model (TAM). This theoretical model has been widely accepted in several contexts, particularly in education. Previously, Davis (1989) introduced this model to predict factors that influence IT usage. The Technology Acceptance Model (TAM) is one type of theory that uses a behavioral theory approach that is widely used to examine the information technology adoption process.

According to Davis et, al (1989), Fatmawati (2015) and Handayani (2017) the Technology Acceptance Model (TAM) concept, is a theory that offers a foundation for studying and understanding the behavior of technology users in accepting and using the technology offered. The objectives of TAM include explaining the determinants of acceptance of information-based technology in general and explaining the behavior of users of information technology with a wide variety and population of users to provide a basis for knowing the influence of external factors on psychological foundations. According to Novelia, E. (2020) TAM is simpler to apply than other models, which makes using TAM easier to

apply. The most important advantage of TAM is that this model is a parsimony model, which is a simple but valid model. TAM simply explains the causal relationship between behavior and beliefs (benefits of an information system and convenience), goals, and actual use of information system users (Noviarni, 2014).

According to Agnes, et al. (2022) stated in the study of student perceptions of the use of google jamboard in learning English, students like learning using Jamboard. They argue that Jamboard is very interesting and useful. One of the students stated that Jamboard helped him learn to type words well and helped him spell words correctly. Students enjoy the atmosphere very enthusiastically, In the discussion and question and answer session, the teacher gives questions to each student and students type the answers on sticky notes, this activity according to one student is very fun so that students do not feel bored following the learning.

The literature shows the utilization of Google Jamboard as an online learning media for teaching English in the first grade of Citra Bangsa Christian Elementary School. The study shows that Jamboard has various advantages that help teachers in the distance learning process. In addition, Jamboard helps teachers to create an interactive classroom atmosphere, all tools provided by Jamboard can be accessed by students and teachers simultaneously. Jamboard can also display a variety of learning materials, such as photos, images, and stickers. The results showed that there were 16 students or 86% students who liked learning using Jamboard, while only 2 students, or 14% students did not like Jamboard. In addition, there are several obstacles in the teaching and learning process with Jamboard, the first obstacle is that the Jamboard application is considered complicated when operated using gadgets (student cellphones). The second obstacle is that Jamboard does not provide a tool to manage the opportunity for participants to write opinions in turn.

Another study reported the findings of Ari Dwipayanti (2023) The presence of technology makes learning more interesting for students. Google Jamboard is one such technology known as a digital whiteboard that can be used to teach English language skills. This study aims to determine the use of Google

Jamboard as a tool to improve English comprehension in students. This study is qualitative research using interviews with English teachers who use Google Jamboard as a teaching tool and students. The results show that Google Jamboard can help teachers in teaching reading comprehension activities to students as well as being able to provide interactive learning for students. Thus, Google Jamboard can effectively assist teachers in improving students' English learning comprehension and making learning activities more interactive for students.

2.4 Previous Studies

Several studies have been conducted that are related to this research. The first related study was conducted by Smith, J., Johnson, A., & Brown, L. (2018) with the title: "The Effect of Using Digital Platforms on Secondary School Students' Writing Skills". The purpose of this study was to investigate the impact of using digital platforms on secondary school students' writing skills. The results of this study showed that students who used the google jamboard digital platform in writing learning experienced significant improvement in their writing skills. They showed improved ability to organize ideas, develop consistent argumentation, and use more precise and composed language in their writing. In addition, students who used the google jamboard digital platform also showed higher levels of motivation and confidence in writing. They felt more motivated to explore various ideas in their writing and felt more confident in their writing ability. The results of this study indicate that the use of the *google jamboard* digital platform in writing learning has a positive impact on the writing skills of secondary school students.

The second was investigated by Johnson et al. (2019) with the title "Exploring The Influence Of Using Digital Platforms On Writing Skills". This study aims to explore the influence of using the *google jamboard* platform on writing skills, specifically related to writing style and adaptability to various writing formats. In addition, this study also aims to identify factors that influence the acceptance and use of the *google jamboard* platform in the context of writing skills. The results showed that the use of the *google jamboard* platform can affect individual writing styles. Some participants showed a more relaxed, informal use

of language, and adopted popular terms commonly found on *Google Jamboard*. However, some participants maintained the quality of their writing and used more standardized language in their writing on *Google Jamboard*. In addition, the use of the *Google Jamboard* platform also influenced individuals' adaptability to various writing formats. Some participants showed the ability to adapt quickly and agilely to various genres of writing, while others were more likely to use the same format or tended to rewrite in a particular writing style.

The last study was entitled "Utilization of *Google Jamboard* as a Language Learning Media in Low-Grade Elementary School" by Agnes, et al. (2022). This study aims to determine the utilization of Google Jamboard as an online learning media for teaching English in the first grade of Citra Bangsa Christian Elementary School. This study used a qualitative approach, with data collection techniques through interviews and observations. The results of this study show that *Jamboard* has various advantages that help teachers in the distance learning process. In addition, *Jamboard* helps teachers to create an interactive classroom atmosphere, all tools provided by *Jamboard* can be accessed by students and teachers simultaneously. *Jamboard* can also display a variety of learning materials, such as photos, images, and stickers. The findings show that there are 18 students or 86% students who like learning using *Jamboard*, while only 3 students, or 14% students do not like *Jamboard*. In addition, there are several obstacles in the teaching and learning process with Jamboard, the first obstacle is that the *Jamboard* application is considered complicated when operated using a gadget or cellphone. The second obstacle is that *Jamboard* does not provide a tool to organize the opportunity for participants to write opinions in turn.

From the previous studies above, it can be seen that the effect of using *google jamboard* or a platform has a big impact on students in learning English writing skills. The study shows that the effect of using *google jamboard* or another platform can improve the learning of English writing skills for students, besides many students become motivated and like learning using technology or platforms. The author does not focus on the use of google jamboard only but in

this study, the author only focuses on identifying the perceptions of high school students towards the use of google jamboard in learning English writing skills in class XII Mipa 1.

2.5 Conceptual Framework

Writing is one of the skills that students find most difficult (Seriyanı et al., 2019). Mulyati, et al (2013 p 115) state that the steps of writing are as follows: mastering writing spelling, mastering term formation, mastering word forms, mastering word choice, mastering writing structure, mastering first thoughts and explanatory thoughts, mastering the relationship between sentences and sentences, mastering the relationship between paragraphs and paragraphs, mastering the content of the introduction, the content of the content section, and the content of the closing section. Therefore, the role of the teacher is an important factor in the learning process. To achieve the success of English language learning, teachers need innovation and creativity in using learning media. One of them is in using learning media through technological assistance. Therefore, supporting applications are needed to support learning activities that are more varied and innovative.

Platforms such as Google Jamboard can be an effective learning media for learning English writing skills. Jamboard or Google Jamboard is a place where teachers and students can collaborate to provide their creative ideas through a virtual whiteboard, thus making the learning process more interactive (Recuero & Blasco, 2020). Google Jamboard is a digital whiteboard application developed by Google. It is designed to facilitate collaboration and interaction in a learning context. Google Jamboard allows users to create, edit, and share notes, images, and ideas in real-time.

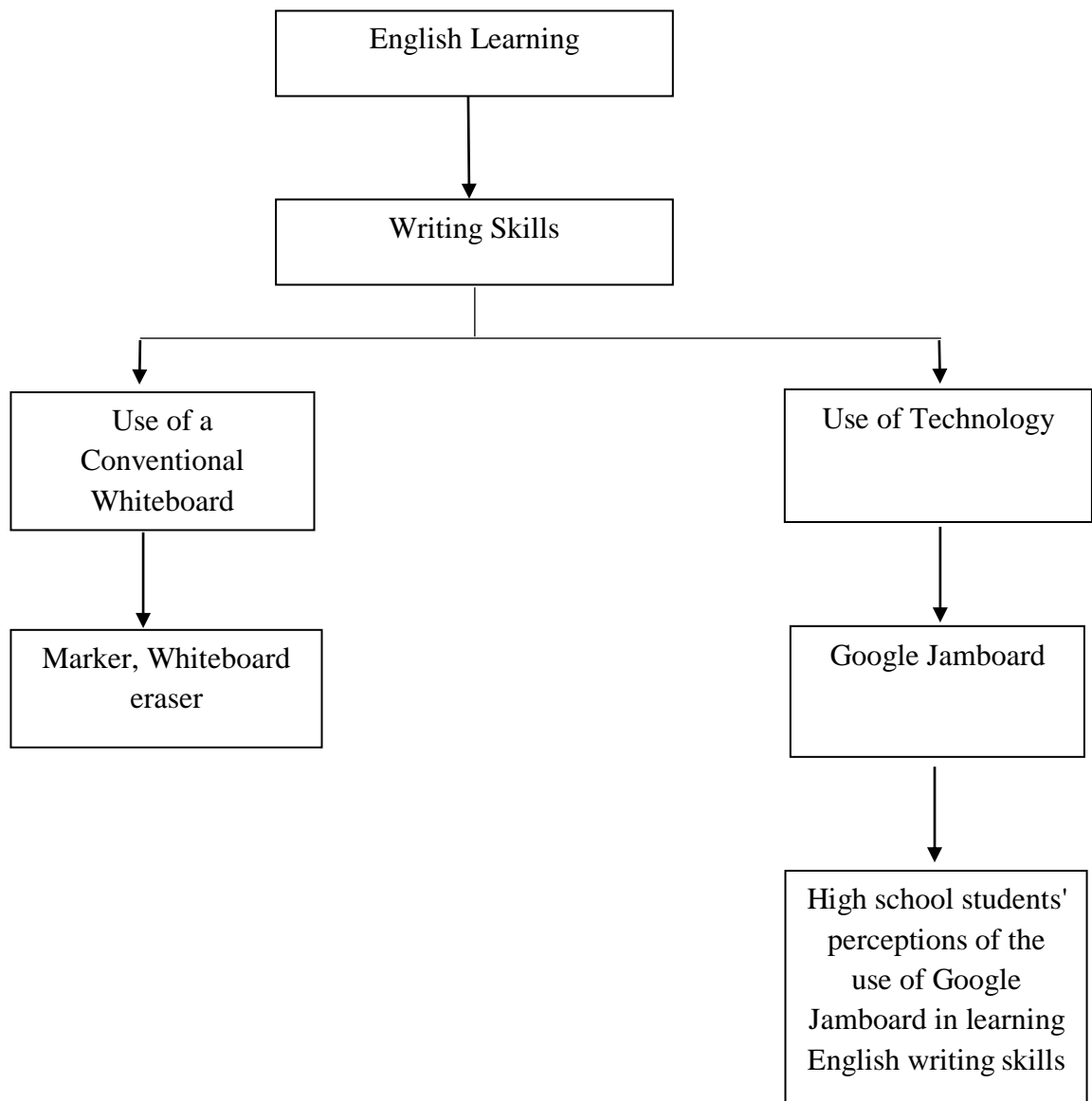


Figure 2.3
Conceptual Framework