ETDC Indonesian Journal of Research and Educational Review
Volume 1, No. 1, 2021, pp 1-8
e–ISSN 2809-3682
p–ISSN 2809-7505
https://doi.org/10.51574/ijrer.v1i1.43

TEACHERS' PERCEPTION TOWARDS THE USE OF GOOGLE DOCUMENT IN TEACHING AND LEARNING PROCESS

Della Wilza Noviska[1], Siti Aisyah[2], Yuniarti[3], Muhammaad Taufik Ihsan[4]
[1,2,3,4]English Education Department, State Islamic University of Sultan Syarif Kasim Riau, Indonesia

Article Info

Article history:

Received Jul 12, 2021
Revised Aug 08, 2021
Accepted Aug 09, 2021

Keywords:

Teachers' Perception
Google Document
Teaching and Learning Process

ABSTRACT

Google Docs is a free web-based application for creating, editing, and collaborating. This systematic review showed that using some Google documents resulted in developing English language learning and teaching. The writing was the biggest language skill investigated. Google Docs is a version of Microsoft Word that offers collaborative features that can be used to facilitate the teaching and learning process in the language classroom. The method used in writing this paper was a literature review based on collecting data and information that related to teachers' perceptions towards the use of Google Docs in the teaching and learning process. This paper has indicated the teachers' perception toward the use of Google documents in the teaching and learning process in the classroom. In fact, Google Docs, while nearly all of them perceive that this learning tool is easy to use in the teaching and learning process and very helpful for teachers in the teaching and learning process.

Corresponding Author:

Della Wilza Noviska,
English Education Department,
State Islamic University of Sultan Syarif Kasim Riau,
Email: della.wilza2000@gmail.com

1. INTRODUCTION

The traditional method of teaching indicates to the ways of teaching in the class which apply or use pencil-paper based systems (Demirci, 2010). Today, technology take teachers to make teaching and learning activities become more attractive. Google Docs is one of the media which can be used to make teaching and learning activities in the class. The media's tool that can help teachers in learning and teaching process (Namaziandost & Nasri, 2019). It is created by Google, which provides four main alternatives; Google Documents, Google Spreadsheets, Google Presentations, and Google Drawing; all of which share features comparable to those found in the Microsoft Office apps (Aoron & Roche, 2011; Denton, 2012; Sudrajat & Purnawarman, 2019).

According to Tamimi (2017); Greenhow et al. (2009), Web 2.0 technology is a concept refers to a system of advancing technologies which are recently being used by millions of people around the globe for interaction, collaboration, networking, and entertaining purposes. Web 2.0 technologies are available to their users in various forms including the following: web applications (e.g. Google Docs, Google Sheets, Google Slides); social networking sites (Facebook and Twitter); video sharing tools (e.g. Youtube); wiki engines (e.g. Wikipedia); and online blogs (e.g. Blogger.com and WordPress). Such as tools that allow people to communicate with one another and also share unlimited amounts of files

and personal creations at the click of a button. Web 2.0 technologies have been integrated for many years into educational systems for the purpose of facilitating curriculum design, enriching pedagogical material, and enhancing collaborative work among teachers and students that will be helpful for teaching activity in the class.

1.1. Google Document

Google Document (Google Docs) is a word processing application developed by Google and is available as a web and mobile application for Windows, Mac, Android, and iOS operating systems. According to Boyes (2016), "Google Docs allows instant feedback and collaboration on student-generated text when students are online at the same time." Moreover, learners no longer need to rely on USB memory sticks to store their written assignments since Google Docs saves the work instantly and guarantees that students will never lose their documents. Google Docs, for example, is a goldmine for teachers in terms of creating materials and engaging in real-time discussions with students. In addition, learners have the advantage of sharing their documents at the click of a button with their teachers and peers, who can view as well as edit them. In support of Boyes' (2016) take on Google Docs, Ragupathi & Hubbal (2015) claim that the aforementioned application can create a collaborative learning environment between the teacher and student for a number of reasons, including the following: (1) Manage editing options; (2) Allow concurrent work; (3) Chat with other students; (4) Save changes and retrieve previous versions; and (5) Provide extensive online tutorials and help sections.

By providing a control edit setting, teachers can view, edit, and comment on student work. Designing tasks as learning materials is also reliable. As for simultaneous work, students can see the changes being made to their documents at the same time. Furthermore, the changes made by others will be automatically saved and color-coded in the document. Furthermore, students and teachers can chat with each other while editing the documents, which allows for collaboration and clarification of misunderstandings. In this way, all versions of saved documents can be retrieved easily in case of deletion. Students and teachers no longer need to worry about converting their documents into a compatible version of the word processing software since Google always provides an up-to-date version with every access (Khalil, 2018). A Google Document is a saved application to be used by teachers and students.

1.2. Concept of Perception

Perception is considered the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information. Perception also deals with the human senses that generate signals from the environment through sight, hearing, touch, smell, and taste. Perception is very necessary when doing something. Perception is essentially the interface between the outer and inner worlds (Bodenhausen & Hugenberg, 2009). Social targets and the contextual stimuli of the outer environment create signals (visual, auditory, etc.) that can be sensed, and the perceiver receives these signals and converts them into psychologically meaningful representations that define our inner experience of the world and can guide us to take a view of something we learn. Perception includes all processes in which a student receives information about his environment by involving all the senses, such as what he sees, what he feels, and what he hears, which really help somebody recognize, organize, and interpret some information (Bodenhausen & Hugenberg, 2009).

1.3. The Perception Process

The perceptual process is a sequence of steps that begins with stimuli in the environment and ends with our interpretation of those stimuli. In a sequence of steps, it means one step is connected with the other step in the process of receiving information. This process is typically unconscious and happens hundreds of thousands of times a day. When we open our eyes, we do not need to tell our brain to interpret the light falling onto our retinas from the object in front of us as "computer" because this has happened unconsciously and automatically.

Selection: The world around us is saturated with an infinite number of stimuli that we can engage in, but our brains do not have the resources to pay attention to everything. Thus, the first step of perception is a decision (usually unconscious, but sometimes deliberate) of what to do. Depending on the environment and on each of us, we can focus on familiar stimulation or something new. When we take care of one particular thing in our environment—whether it is a smell, a feeling, a voice, or something else—it becomes a stimulus to our presence. Once we choose to pay attention to a stimulus in the environment, whether consciously or unconsciously, that choice sets off a series of reactions in our brain. This neural process begins with the activation of our sensory receptors such as touch, taste, smell, sight, and hearing. The receptors transduce the input energy into neural activity, which is transmitted to our brains, where we construct a mental representation of the stimulus (or, in most cases, multiple related stimuli) called a percept. An ambiguous stimulus can be translated into multiple perceptions, experienced randomly, one at a time, in what is called "multistable perception." After we have noticed a stimulus and our brains have accepted and organized the information, we interpret it in a way that makes sense using our existing information about the world. Interpretation simply means that we gather the information that we have sensed and organized and turn it into something that we can categorize. In short, in the Rubin's Vase illusion mentioned earlier, some individuals will interpret the sensory information as "vase," while some will interpret it as "faces".

1.4. Types of Perception

There are two kinds of perception namely: a) Positive perception, b) Negative perception. Perception could not be separated from human feelings for an object interpreting, the results of it will produce positive and negative. A good view will produce positive perceptions of an object that being observed however a bad view will produce a negative perception of an object being observed (Jahedizadeh et al., 2016).

2. METHOD

This paper is based on a literature study (research library) that uses journals and other literature as the primary means of generating the arguments in this paper. The first is about the use of Google Docs in the classroom, which will be analyzed through a journal and some articles. All articles that discuss teachers' perceptions can be accessed online. This paper also shows empirical studies around teachers' perceptions. In addition, the teacher's perception toward the use of Google Classroom is carried out. All relevant related documents can be accessed through articles as well as online news.

3. DISCUSSION

3.1. Teachers' Perceptions of Technology

Many teachers' approaches have changed since using computers. Nowadays, teachers are able to use computers to demonstrate dynamic processes in real time, such as giving

students simulations of how gases behave at different temperatures in science classes or presenting videos and movie clips of significant historical events, all of which allow the teacher to provoke deeper thought processes. Loveless (2003) has stated that some older digital natives who have used computers both in and out of the classroom over the past two decades would recognize, as well as welcome, the necessity for an informal and critical approach to the use of computers in education. Lyle (2009) stated that, in spite of the enormous headway that computer technology has made, there is still a common misconception that computers and the Internet are the only useful technologies for the field of education. However, educational technology is actually spread throughout a broad spectrum of different technologies, including, but not limited to, those used in "design, making, problemsolving, technological systems, resources and materials, criteria and constraints, processes, controls, optimization and trade-offs, invention, and many other aspects dealing with human innovation" (Lyle, 2009; Lane & Lyle, 2009).

There is much research on the perceptions of teachers about technology use in the classroom. Based on Cope & Ward (2002), experienced teachers who had little or no professional development in the use of technology in the classroom were less likely to use it in the classroom and were less likely to see the benefit of technology usage in the classroom. The more teachers were included in actually setting up classroom technology, the more likely they were to use that technology for instruction. This is why it is important for teachers to receive technology skill training. Nevertheless, teachers did not think that they would teach differently or that their roles would be different in a classroom with computers. However, faculty perceived that they used email more often for instruction than for students, demonstrating a difference in the perceptions of the use of email. Teachers used computers 1.9 hours per week, mainly to enter grades in elementary schools. Students spent even less time on computers than usual, only 1.5 hours per week. A study in Taiwan demonstrated a strong relationship between teacher training and the integration of technology into the curriculum. The better trained the teacher was in the use of technology, the more likely he or she was to successfully integrate it into classroom instruction. In a study of teacher perception of the values that are needed to be an "exemplary" user of technology in the classroom, it was found that teachers believe that a person has to be confident in his or her ability to use technology and committed to its use (Ertmer et al., 2006).

3.2. Use of Google Docs in the Classroom

Google Docs as a warm-up activity. Starting the lesson always seems difficult. In the general book (for teachers, it is the teachers' book), it suggests starting the lesson with a brainstorming activity, but in brainstorming, as its name suggests, it has to be a storm of ideas without any hesitation or filter. However, when we do it in the classroom, students won't say it comfortably. As a teacher, you are the one who types all the ideas on the board and in Google Docs. We can start Google Documents where they can type alone. It can be done through blogging or wikiing as well, but the point here is that Google Docs are very easy to start, and for the students, the only thing they need is a Gmail account.

Google Docs as a writing activity. Working collaboratively in writing activities helps students produce more safely. Collaborative writing involves two or more people working together to produce a written document. Storch (2011) stated that collaborative writing is the "joint production or the co-authoring of a text by two or more writers." Collaborative writing activities can be started with brainstorming activities, and they can be followed by the joint construction of an essay and then peer-review activities. In the joint construction stage, students can each draft a paragraph after jointly discussing and planning the content for each paragraph. **Google Docs as a project platform.** Technology is mainly useful in project work that requires learners to collect information about a given topic.

Teachers and students are able to use Google Docs as a platform for group members to share information that they have collected. **Google Docs as a data collection or survey tool.** In the coursebooks, preparing a survey, conducting a survey, and discussing the survey results are covered. In general, students prepare the survey on paper and collect the data by interviewing; this is a good way too. However, they can prepare the survey on Google Forms and send it to their friends to improve their 21st-century skills. It can be very effective.

3.3. Reflection in The Studies

The biggest thing that many schools lack is education for their teachers about how to use new pieces of technology. Tools are only as good as their wielders, and if the tool is incorrectly used, results may range from inefficiency to complete destruction of the work. The same idea can be applied to using technology in the classroom. If a teacher does not know how to use the tools, they may waste time attempting to troubleshoot the device, or worse, completely disengage the students as they see a teacher who does not know what he or she is doing. Foulger et al. (2019) stated that generally, teachers are given only one hour per teaching subject for professional development. This amount of time is not enough to allow the teacher to be proficient in new technologies. One-stop-shop professional development focuses on training teachers to operate computers and software packages instead of how to integrate technology into the classroom (McCannon & Crews, 2000). This type of training is not found to be appropriate for meeting teachers' pedagogical needs and is too far removed from their day-to-day classroom practice. This type of training has yielded uninterested teachers and a lack of teachers integrating technology into the classroom.

Burrus et al. (2013) discovered that one of the major issues throughout the school is the rapid acquisition of the most recent innovations.Regardless, it appears that instructors are receiving insufficient training on how to integrate it into their classrooms.As a result, these advanced pieces of innovation are frequently overlooked in favor of more attempted and genuine advances.He contends that rather than spending vast sums on the most recent gadgets, money should be spent on improving the shapes of the first advances being replaced, with the remainder spent on professional development.For example, on the off chance that there were a computer with a few PCs, rather than requiring the instructor to be instructed how to utilize Apple's OSX, the school board updates all the PCs for essentially less and trains the instructors how to completely use the control of the unused PCs.

As stated by Blumenfeld et al. (2000), instructors need to coordinate innovation in the classrooms. Be that as it may, they feel that they require much better preparation in order to completely make use of the innovation. Particularly in this regard, he finds the use of desktops and tablets within the classroom sidelined for a number of reasons: (1) lack of teacher comfort with computer and technology use; (2) a teacher's belief that computers and technology are not necessary to help students; (3) a lack of adequate training and support for computer and technology use in the classroom; and (4) a lack of desire for this use by the teacher. Because there is less acceptance of using technology in the classroom, there is a small chance that the instructor will accept the use of Google Docs.

Teachers' use of innovation within the classroom On the flip side, be that as it may, there are instructors that don't want to utilize innovation within the classroom. Reasons include being settled in an individualistic educational fashion that does not use technology to its full potential. In any case, as with other considerations, Himsworth (2007) discovered that 20% of the instructors he met are at ease using innovation in the classroom.Himsworth (2007) takes it one step further in explaining why some teachers are less inclined to use technology in their classrooms: age. Many of the teachers interviewed are on the verge of retirement, giving them decades of experience in the classroom. Several decades ago, such technology simply did not exist or was so expensive that it was out of reach of these teachers.

Returning to the present time, several of these teachers feel that learning how to use technology in their classrooms makes little sense. Some argue that it is too expensive to implement a system, while others argue that they are at an age where learning something new is impractical, and still others argue that it is simply not worth the trouble because they will be retiring in a few years.

Himsworth (2007) disagrees with these points; she finds instead that integration is a vital part of the classroom as our society is so heavily dependent on computers and electronics in this age. "Recommendations include encouraging teachers in their use of technology by developing a supportive educational culture that includes staff development with follow-up support and leadership that includes teachers in the decision-making process. The future of successful technology integration is dependent on helping each teacher develop a student-centered pedagogy, which, in turn, requires developing supportive learning communities for teachers and administrators (Himsworth, 2007).

Google Docs provides web-based collaborative word processing for organizing writing and passages. With Google Docs, learners can work together on the same document at the same time (Zheng et al., 2015). It permits learners to get to, make, compose, collaborate, and alter their reports from their computers, tablets, or smartphones. Therefore, it is a straightforward way of communicating. Furthermore, students can include hyperlinks, embed images and drawings, and then share their Google Docs or save them as a Microsoft Word or PDF file. Google Docs speak to important online collaborative gathering work devices that have a positive impact on students' sense of a learning community

The suggestions from the discoveries suggest that Google Docs could be a valuable apparatus that produces online learning environments. Dialect learners can pick up information in a law-based and unwinding climate where they can judge whether the mistakes should be adjusted and learn to acknowledge the comments of others. This can be exceptionally distinctive from the customary educator's criticism instructional method, which does not give any choices for learners. In any case, this pondering was controlled by a few impediments. Since this inquiry was conducted in a classroom setting, the test measure was or maybe a little. The small number of understudies and the reality that all of them were considering attending a private college might not permit us to generalize over other settings. Hence, with restricted tests, the generalizability of the discoveries ought to be deciphered with caution and may expand as it were to this quick populace. In addition, whereas taking part in the medications, understudies enrolled in this English course were required to develop other abilities, such as talking and reading, as well. Hence, understudies were too exposed to other sorts of input other than composing aptitude. The time limitation may have different effects on discoveries within the study. So, this issue ought to be taken into consideration.

4. CONCLUSION

There are four overarching topics that have developed from the reactions given by the teachers' recognition. These fundamental topics are students' engagement, classroom adaptability, educator and understudy strengthening, and time proficiency. In addition, ten subthemes act as supporting components, which emphasize the effect of utilizing Google Classroom and Google Docs amid day-to-day instruction. Understudies among understudies, collaboration, students' work responsibility and obligation, and completion of tasks contribute to the primary subject: student engagement. The other three subthemes, which were: separating learning styles, differing qualities in academic approach, and course openness, brought us back to the moment's central topic, classroom adaptability. The third overarching topic, which was distinguished as instructor and understudy strengthening, is grasped by inventiveness and issue understanding aptitudes. Finally, time proficiency, which

is the final topic, is impacted by expanding online assets and making strides in course organization. All instructors concurred that students' engagement may be a key factor in preserving understudies' motivation to memorize, constructing students' information, and energizing students' interest in the subject being instructed.

Throughout the investigation, the meeting instructors emphasized the importance of having a sense of ownership while undertaking tasks. Instructors also expressed that having speedy and simple access to dependable look motors like Google, understudies get submerged in a bunch of assignments, bringing a sense of pride and completion after they turn them in, utilizing Google archive. In any case, for all the advantages that Google Docs bring to day-to-day instruction, there are a few flaws that should be considered that were not specified by the meeting instructors. One of the issues is the need for a network past school settings.

REFERENCES

Aaron, L. S., & Roche, C. M. (2011). Teaching, learning, and collaborating in the cloud: Applications of cloud computing for educators in post-secondary institutions. *Journal of Educational Technology Systems*, *40*(2), 95-111. https://doi.org/10.2190/ET.40.2.b

Blumenfeld, P., Fishman, B. J., Krajcik, J., Marx, R. W., & Soloway, E. (2000). Creating usable innovations in systemic reform: Scaling up technology-embedded project-based science in urban schools. *Educational psychologist*, *35*(3), 149-164. https://doi.org/10.1207/S15326985EP3503_2

Bodenhausen, G. V., & Hugenberg, K. (2009). Attention, perception, and social cognition. *Social cognition: The basis of human interaction*, 1-22.

Boyes, N. (2016). Building autonomy through collaborative writing with Google Docs. *CUE Journal*, *9*(3), 228-238.

Burrus, J., Jackson, T., Xi, N., & Steinberg, J. (2013). Identifying the most important 21st century workforce competencies: An analysis of the Occupational Information Network (O* NET). *ETS Research Report Series*, *2013*(2), i-55. https://doi.org/10.1002/j.2333-8504.2013.tb02328.x

Cope, C., & Ward, P. (2002). Integrating learning technology into classrooms: The importance of teachers' perceptions. *Journal of Educational Technology & Society*, *5*(1), 67-74. https://www.jstor.org/stable/jeductechsoci.5.1.67

Demirci, N. (2010). Web-based vs. paper-based homework to evaluate students' performance in introductory physics courses and students' perceptions: two years experience. *International Journal on E-learning*, *9*(1), 27-49. https://www.learntechlib.org/p/28175/

Denton, D. W. (2012). Enhancing instruction through constructivism, cooperative learning, and cloud computing. *TechTrends*, *56*(4), 34-41. https://link.springer.com/content/pdf/10.1007/s11528-012-0585-1.pdf

Ertmer, P. A., Ottenbreit-Leftwich, A., & York, C. S. (2006). Exemplary technology-using teachers: Perceptions of factors influencing success. *Journal of computing in teacher education*, *23*(2), 55-61. https://www.tandfonline.com/doi/abs/10.1080/10402454.2006.10784561

Foulger, T. S., Wetzel, K., & Buss, R. R. (2019). Moving toward a technology infusion approach: Considerations for teacher preparation programs. *Journal of Digital Learning in Teacher Education*, *35*(2), 79-91. https://doi.org/10.1080/21532974.2019.1568325

Greenhow, C., Robelia, B., & Hughes, J. E. (2009). Response to comments: Research on learning and teaching with Web 2.0: Bridging conversations. *Educational Researcher*, *38*(4), 280-283. https://journals.sagepub.com/doi/abs/10.3102/0013189X09336675

Himsworth, J. B. (2007). *Why resistance? Elementary teachers' use of technology in the classroom* (pp. 1-205). Teachers College, Columbia University.

Jackson, B. C. (2013). *Teachers' Preparation Needs for Integrating Technology in the Classroom*. ProQuest LLC. 789 East Eisenhower Parkway, PO Box 1346, Ann Arbor, MI 48106.

Jahedizadeh, S., Ghanizadeh, A., & Ghonsooly, B. (2016). The role of EFL learners' demotivation, perceptions of classroom activities, and mastery goal in predicting their language achievement and burnout. *Asian-Pacific Journal of Second and Foreign Language Education*, *1*(1), 1-17. https://doi.org/10.1186/s40862-016-0021-8

Khalil, Z. M. (2018). EFL students' perceptions towards using Google Docs and Google Classroom as online collaborative tools in learning grammar. *Applied Linguistics Research Journal*, *2*(2), 33-48.

Lane, C., & Lyle, H. (2009). The differing technology support needs of beginner and expert users: Survey findings from the University of Washington. In *EdMedia+ Innovate Learning* (pp. 2431-2436). Association for the Advancement of Computing in Education (AACE).

Loveless, A. M. (2003). The interaction between primary teachers' perceptions of ICT and their pedagogy. *Education and Information Technologies*, *8*(4), 313-326. https://doi.org/10.1023/B:EAIT.0000008674.76243.8f

Lyle, K. E. (2009). *Teachers' perceptions of their technology education curricula* (Doctoral dissertation, Immaculata College).

McCannon, M., & Crews, T. B. (2000). Assessing the technology training needs of elementary school teachers. *Journal of Technology and Teacher Education*, *8*(2), 111-121. https://www.learntechlib.org/primary/p/8030/

Namaziandost, E., & Nasri, M. (2019). The impact of social media on EFL learners' speaking skill: a survey study involving EFL teachers and students. *Journal of Applied Linguistics and Language Research*, *6*(3), 199-215.

Ragupathi, K., & Hubball, H. (2015). Scholarly Approaches to Learning Technology Integration in a Research-Intensive University Context. *Transformative Dialogues: Teaching and Learning Journal*, *8*(1).

Roach, B. (2010). *Educational technology in the classroom from the teacher's perspective*. Fielding Graduate University.

Storch, N. (2011). Collaborative writing in L2 contexts: Processes, outcomes, and future directions. *Annual review of applied linguistics*, *31*, 275-288. https://doi.org/10.1017/S0267190511000079

Sudrajat, W. N. A., & Purnawarman, P. (2019). Students' Perceptions on the Use of Google Docs as an Online Collaborative Tool in Translation Class. *Lingua Cultura*, *13*(3), 209-216. https://doi.org/10.21512/lc.v13i3.5969

Tamimi, M. H. (2017). Integrating Web 2.0 technologies in learning: Using Facebook group and BYKI in English language courses. *International Journal of Arabic-English Studies*, *17*(1), 85-108. https://ijaes.net/article/fulltext/view?volume=17&issue=1&id=5

Zheng, B., Lawrence, J., Warschauer, M., & Lin, C. H. (2015). Middle school students' writing and feedback in a cloud-based classroom environment. *Technology, Knowledge and Learning*, *20*(2), 201-229.