



Students' Responses on The Use of *Google Classroom* for English Lesson in Multimedia Program Grade 11 of SMKN 10 Malang

Respon Siswa terhadap Penggunaan *Google Classroom* untuk Pembelajaran Bahasa Inggris di Jurusan Multimedia Kelas 11 SMKN 10 Malang

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Abstract

The objective of this study is to investigate the students' responses on the use of Google Classroom as the online learning media on English lessons in Vocational high school using a mixed method to collect data from 11th grade students of the Multimedia Program at SMKN 10 Malang. The result of this study showed that the students' responses on the use of Google Classroom in English lessons was positive, and it indicates that Google Classroom is suitable and useful on English lesson but with some limitations: (1) speaking and listening activities was quite hard to do and (2) engaging classroom interaction was quite difficult. The implication is that Google Classroom can be used in English lessons as long as the teachers design the lesson properly, give clear instructions, and make a good environment for the class.

Keywords: students' responses, Google Classroom, learning media

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui respon siswa terhadap Google Classroom sebagai media pembelajaran online dalam pelajaran Bahasa Inggris di Sekolah Menengah Kejuruan menggunakan metode campuran untuk mengumpulkan data dari siswa kelas 11 Jurusan Multimedia di SMKN 10 Malang. Hasil penelitian ini menunjukkan bahwa siswa merasa bahwa penggunaan Google Classroom bermanfaat dan cocok untuk pelajaran bahasa Inggris dengan beberapa batasan: (1) beberapa siswa menyatakan bahwa pembelajaran speaking dan listening melalui Google Classroom cukup sulit dan (2) interaksi kelas yang aktif cukup sulit untuk diwujudkan. Implikasinya adalah Google Classroom dapat digunakan dalam pembelajaran Bahasa Inggris selama guru dapat merancang pembelajaran dengan baik, memberikan instruksi yang jelas, dan membuat lingkungan yang baik.

Kata kunci: respon siswa, Google Classroom, media pembelajaran

1. Introduction

In order to prevent the spread of COVID-19 in educational institutions in Indonesia, the Ministry of Education and Culture (Kemendikbud) published several policies related to prevention and intervention of COVID-19. One of the circular letters that has been published is Circular Letter Number 4 Year 2020 about the Implementation of Educational Policies in Pandemic Period (COVID-19), which includes some instructions regarding the learning and teaching process from home (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020). This circular demands the educational institutions to make some innovations in their learning activities, such as *Pembelajaran Jarak Jauh* (PJJ) or distance learning. PJJ or it is well known as the e-Learning

method is the best way to do the learning and teaching activities in this pandemic period because it does not require face-to-face sessions but through technology information by using internet facilities.

Bentley, Selassie, and Shegunshi (2011) noted that the e-Learning method is one of the most challenging methods in terms of creation and implementation of the learning media or platform. The crucial part of this method is the students' feedback after doing the e-Learning activities, and those feedbacks become the guideline for the educators to improve or develop the media or platform that are used in learning and teaching sessions in order to get the expected outcome from the students. This causes the development of educational media or platforms that have a good quality and follow the standard requires high cost and time-consuming, and not all educational institutions have the opportunity to develop their own learning media or platform that support their e-Learning activities (Bentley et al., 2011).

Nowadays, there are a lot of educational platforms that are free and accessible for both the teachers and students, so the educational institutions do not need to develop the educational platform on their own. Google Classroom is one of the free educational platforms by Google Suite that provides a set of features to support the virtual teaching and learning activities. Google Classroom allows the teachers to design their own virtual class like the real one. The teachers can share the materials, instruction, and assignment on this platform, and the students can directly give their responses by asking questions, giving their opinions, and submitting their tasks on this platform. In addition, Google Classroom also supports online discussion by commenting on the teachers and students' posts, so the class members are able to discuss the materials with the teacher and other students (Ventayen, Estira, De Guzman, Cabaluna, & Espinosa, 2018).

SMKN 10 Malang uses Google Classroom as their educational media or platform to support their teaching and learning activities, specifically on English lessons in 11th grade of Multimedia program. The students had been informed in school orientation period that Google Classroom would be the learning media or platform for English lessons. The teachers posted the materials, instructions, and assignments of English lessons on Google Classroom, and the students had to give their responses directly on Google Classroom. The teachers' materials and assignments cover 4 language skills that the students have to master in the end of learning activities: reading, listening, speaking, and writing.

A number of previous research studies have shown that Google Classroom was a suitable and useful learning tool in E-learning method for students (Sudarsana, Putra, Astawa, & Yogan-tara, 2019; Ridho, Sawitri, & Amatulloh, 2019; Khalil, 2018). Sudarsana et al. (2019) found out that students were satisfied in using Google Classroom as their learning tool because Google Classroom was easy to access, and it could help them communicate with the teacher and students via online. In addition, Ridho et al. (2019) stated that the use of Google Classroom application as a media platform in English as a Foreign Language (EFL) classroom got positives response from the students because the Google Classroom helped students to improve their learning quality and achievement through the participation points that they got in online discussion and task. Another study conducted by Khalil (2018) showed that Google Classroom helped the students in EFL classroom to establish a collaborative learning environment since students have supported teacher-to-student and student-to-student interactions. The majority of the participants preferred using Google Classroom for future courses that they can benefit

from the teacher's written feedback feature and the easy access to course materials. What can be concluded from those three researches is that students were satisfied in using Google Classroom as their learning tool because it had many features that could support their learning activities and also it could help the students to improve their understanding of the lesson. However, the respondents from previous studies were not from technology fields that did not have a deep understanding of technology. The researcher chose Multimedia students as the subject of this study because the researcher wanted to find out the perspective of the use of Google Classroom by the students who have a good background knowledge of technology. Due to that reason, this present study has been focused on the use of Google Classroom in English lessons of Multimedia students. The theoretical contribution of this study is that the result of this study could add references or knowledge that can help the teachers to utilize Google Classroom in EFL classroom considering the students' experiences in using Google Classroom on EFL classroom. This study can also be used by another researcher as a reference for their future work regarding student self-efficacy on the use of Google Classroom in the learning process. Furthermore, the result of this study will provide practical contribution to the schools and teachers in choosing suitable learning media for EFL classroom.

Based on the above explanation, the researcher examined the use of Google Classroom entitled, "the use of Google Classroom on English lesson in 11th grade of Multimedia Program at SMKN 10 Malang" Since Google Classroom was fully used on English lesson in 11th grade Multimedia Program of SMKN 10 Malang, it was crucial to identify the students' responses in using Google Classroom on English lessons. The researcher sought to find out how useful and suitable Google Classrooms were in English lessons based on students' perspective. Therefore, the researcher formulated the research question as "What are students' responses on the use of Google Classroom on English lessons in 11th grade of Multimedia Program at SMKN 10 Malang?"

2. Method

The study took place at SMKN 10 Malang, East Java Province, Indonesia from August 23, 2021 until September 14, 2021. The population for this research was 140 students from the 11th grade of Multimedia classes in SMKN 10 Malang; Multimedia 1, Multimedia 2, Multimedia 3, and Multimedia 4. Researchers chose those classes as the population of this research because all students in those classes had already experienced using Google Classroom for English lessons. In addition, the researcher is already familiar with those classroom's environments because the researcher used to be an internship teacher for those classrooms in the Internship in ELT program (PPL Keguruan).

This research used a non-probability sampling technique to find out the students' responses on the use of Google Classroom in English lessons. Acharya, Prakash, Saxena, and Nigam (2013) stated that the researcher can select the subject of the study based on the researcher's judgment. Non-probability sampling techniques include convenience sampling, quota sampling, snowball sampling, etc. The researcher chose convenience sampling in this research considering the participant accessibility, time availability, and willingness to give their contribution in this research (Etikan, Musa, & Alkassim, 2016).

In order to identify the students' responses in using Google Classroom on English lessons, a mixed method was chosen as the research design. The researcher focused on collecting, analyzing, and mixing both quantitative and qualitative data to give a richer and more reliable

understanding of this research. Explanatory sequential design was used in this research, so the researcher would collect the quantitative data first, then followed by qualitative data to explain the quantitative data (Cohen, Manion, & Morrison, 2018). Survey was chosen as the technique to collect the quantitative data through questionnaire, while the qualitative data was collected by follow-up interview based on the feedback from the respondents.

The questionnaire was adapted from Shaharane Jamil, and Rodzi (2016) with the reliability value is above .90, and the researcher modified some parts of the questionnaire in order to make it suitable with the aim of this research. The questionnaire consisted of demographic questions and five predictor variables: ease of access, perceived usefulness, communication and interaction, perceived instruction delivery, and student's satisfaction. Demographic questions consisted of respondents' identity and the average hours on internet access of the respondents. The contents of the questionnaire were ease of access (6 questions), perceived usefulness (9 questions), communication and interaction (6 questions), perceived instruction delivery (5 questions), and student's satisfaction (8 questions), and that variables would be measured in 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree).

The researcher modified the questions on perceived usefulness and student's satisfaction section (Appendix 3). On the perceived usefulness section, questions about classroom interaction were omitted because it would be discussed on the communication and interaction section, and the researcher also omitted questions about teacher's feedback because it would be discussed on perceived instruction delivery section. In addition, the researcher added four questions in that section about how suitable Google Classroom is for English lessons considering the four-language skills (reading, listening, speaking, and writing). The researcher also added 4 questions on the student's satisfaction section about the respondent's language skill improvement after using Google Classroom in English lessons.

In order to test the validity of the questionnaire, the researcher used expert validity by consulting the compiled instrument to the experts. The researcher chose the thesis advisors as the experts of this questionnaire validation. The expert validation was done before the data collection by giving the drafts of the questionnaire and the validation sheet to the experts. After the experts accepted the questionnaire, the researcher started the data collection. The researcher also used Cronbach's Alpha Coefficient to test the reliability of the questionnaire to all the respondents and it showed that the questionnaire was reliable with the value of .86. The reliability test was done after the data collection because of the time limitation.

The follow-up interview was carried out after the survey. The interview session was conducted through a chatting feature in WhatsApp. The researcher did not set the duration of the interview considering the students' activities. The interview took 5 until 20 minutes depending on how fast the students responded. The respondents were chosen based on their responses to the survey. If the respondents agreed that Google Classroom was suitable and useful in English lessons, the researcher would give follow-up questions related to how useful and suitable Google Classroom in English lessons was. If the respondents disagreed that Google Classroom was suitable and useful in English lessons, the researcher would give follow-up questions related to the reason why they think Google Classroom was not suitable and useful in English lessons. The researcher also used interview's guideline in the interview process.

3. Findings and Discussion

The number and distribution of the respondent that have completed the questionnaire shown in the chart below:

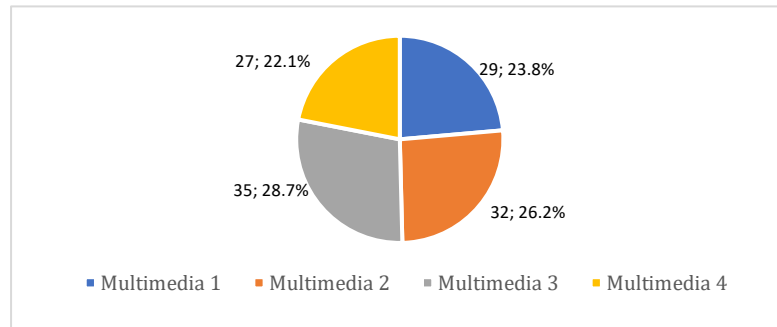


Figure 1. Chart of the number and distribution of the respondent

The total respondent who completed the questionnaire of this research was 122 students from 140 students, and the sampling ratio mean of this study was 87%. There were 29 students from Multimedia 1, 32 students from Multimedia 2, 34 students from Multimedia 3, and 27 students from Multimedia 4. And the number of the students who joined follow-up interviews were 11 students that were chosen based on their responses on the survey. There were 5 students from the group who agreed that Google Classroom was suitable and useful in English lessons, and there were 6 students from the group who disagreed that Google Classroom was suitable and useful in English lessons.

Based on the result of the survey and interview, it showed that most of the students agreed that Google Classroom was a suitable and useful media platform for English lessons and it answered the first research question of this research. Their responses were classified into five aspects: ease of access, perceived usefulness, communication and interaction, perceived instruction delivery, and student’s satisfaction.

Table 1. Mean value for Ease of Access section

Factor	Component	Mean
Ease of Access	I can make a Google Classroom account easily.	3.74
	I can access the Google Classroom application easily.	3.64
	I can understand how to use all the features of Google Classroom easily.	3.62
	I can access the English materials easily by using Google Classroom.	3.36
	I can receive the English assignment easily by using Google Classroom.	3.53
	I can submit the English assignment easily by using Google Classroom.	3.64
	Mean	3.58

Table 1 showed that the average mean of this section and mean of every question were above 3, which indicated that the score for the Ease of Access section was above average. The highest mean value in this section was the ease of making the Google Classroom account section with mean 3.74, so it showed that the respondents strongly agreed that making a Google Classroom account was easy.

“... Making a Google Classroom account was easy because it only required me to have a Gmail account and I could sign up to the Google Classroom with that email address. Also, sending and downloading files in Google Classroom was not complicated to do. The system and display (look) of Google Classroom was simple, which was good because I could understand and adapt the application easily.”
(Student 1)

As multimedia students, the students stated that the simple system and display of Google Classroom are easy to understand, so the students did not find any difficulties to operate the application. It is in line with Sudarsana et al. (2019) who stated that the simple system of Google Classroom helps the students to use and understand the application easily. It means that Google Classroom is an easy-to-access application. Next, the lowest mean value in this section was accessing the materials section with mean 3.36.

“I used the website version of Google Classroom Sometimes, it took a long time to load or download the materials from the teacher. Also, it was hard for me to submit my assignment using the website version of Google Classroom.” (Student 6)

The students who used the website version of Google Classroom experienced some error on the system, while the students who use the application version do not have any problems in accessing or downloading the materials. However, the value of 3.36 still shows that most of the students strongly agree that accessing materials from Google Classroom is easy.

Table 2. Mean value for Perceived Usefulness section

Factor	Component	Mean
Perceived Usefulness	I think that the quality of English lessons by using Google Classroom is good.	3.18
	I can submit my assignment easily and on-time by using Google Classroom.	3.37
	I think that the English learning activities by using Google Classroom help me to understand the materials, learn new things, and implement the knowledge that I have learnt.	3.13
	I think that the grading system of Google Classroom helps me to monitor my understanding of the materials/topics of English lessons.	3.30
	I think that Google Classroom is suitable for reading materials in English lessons.	3.27
	I think that Google Classroom is suitable for listening materials in English lessons.	2.81
	I think that Google Classroom is suitable for speaking materials in English lessons.	2.51
	I think that Google Classroom is suitable for writing materials in English lessons.	3.27
	The learning objectives, assignment, and content of English lessons were suitable with the features of Google Classroom as the learning media.	3.39
		Mean

Table 2 showed that the average mean of this section is above 3, which indicated that the score for Perceived Usefulness section was above average, but the mean of every question was more varied. The highest mean value in this section was the suitability of the Google Classroom features with the learning section with mean 3.39, so it showed that the respondents strongly agreed that the features of Google Classroom were suitable for English lessons.

“..., Google Classroom was a great learning media to replace the conventional classroom. Also, Google Classroom supported a lot of file formats that helped me to get many kinds of materials from the teacher and submit assignments in any file format, so I could achieve the learning objectives of the English lesson.” (Student 2)

Next, there are 2 questions that had low mean value in this section, which were the suitability of Google Classroom for listening and speaking activity in English lessons with mean 2.81 and 2.51, so it showed that the respondents disagreed that Google Classroom was suitable for listening and speaking activity.

“I do not think that I could improve my speaking and listening skills because I needed direct feedback from the teacher. I think Google Classroom did not support that activity.” (Student 7)

“In my opinion, speaking and listening skills should be done by practicing the skill. The problem is that Google Classroom did not help me to practice it directly with other classroom members or the teacher. This made it difficult to improve my speaking and listening skills.” (Student 8)

The students felt that Google Classroom is only suitable for asynchronous learning and this type of learning cannot really help the students in speaking and listening activities. It is in line with Brown (2007) who stated that interaction is the foundation of second language learning, in which learners work both to develop their communicative skills and to create their identities socially in cooperation and negotiation. Ratnaningsih (2019) suggested the teacher should ask the students to submit the assignment to the Google Classroom forum instead of private submission to the teacher, so the classroom members can give comments and feedback to the students' assignments. This kind of activity can help the students to evaluate their speaking and listening skills and it can make the learning activities more interactive. Furthermore, the teacher also should give clear instruction and sample assignments that can help the students to do the task. The assessment should be in the form of formative assessment to motivate the students to finish their task (Rabbi, Zakaria, & Tonmoy, 2018).

Table 3. Mean value for Communication and Interaction section

Factor	Component	Mean
Communication and Interaction	I feel comfortable to ask and answer the questions on English lessons by using Google Classroom as the learning media.	3.04
	The teacher encourages me to actively participate in learning activities and discussion on English lessons by using Google Classroom as the learning media.	3.37
	I feel comfortable interacting with other students in English lessons by using Google Classroom as the learning media.	2.86
	The teacher and other students can understand my explanation easily in English lessons by using Google Classroom as the learning media.	2.97
	The teacher is enthusiastic in teaching and explaining the English materials by using Google Classroom as the learning media.	3.43
	The teacher is friendly, could be easily contacted, and approachable during the English lesson.	3.48
	Mean	3.19

Table 3 showed that the average mean of this section is above 3, which indicated that the score for the Communication and Interaction section was above average, but the mean of every question was more varied. The highest mean value in this section was the teacher's manner in

the learning activity section with mean 3.48, so it showed that the respondents strongly agreed that the teacher showed good manners in the learning process.

“We could communicate to other members of class through text on forum features in Google Classroom. The teacher always gave us an opportunity to communicate with each other during the English lesson.” (Student 3)

Weizheng (2019) stated that the interactions between teachers and students and students and students is important in EFL classroom because it influences language input, output, learning atmosphere, students’ feedback and participation in learning activities which improve the effectiveness of language learning and competence development.

Next, there are 2 questions that had low mean value in this section, which were how comfortable and understandable to communicate using Google Classroom as the learning media with mean 2.86 and 2.97, so it showed that the respondents disagreed that communicating in Google Classroom is comfortable and understandable.

“I was not confident to communicate with other classroom members because I feel that my English skill is poor, so I would be shy if I made mistakes when I tried to communicate with others. Also, I did not feel close enough with the classroom members that made me more uncomfortable to communicate with others.” (Student 9)

“Sometimes, we could not get the point of others that lead to misunderstanding. Also, I could not feel any emotional connection between classroom members that made our relationship distant.” (Student 10)

Unfortunately, some students felt uncomfortable communicating in Google Classroom because they were not confident with their English skill and they did not feel close enough to other members of the class. Also, some students said that sometimes there were some misunderstandings when they tried to communicate with each other because they only communicated through text. Yengin, Karahoca, Karahoca, and Yücel (2010) suggested the teacher should apply active learning in order to make the students actively participate in classroom activities. Adding emotional interest can also motivate the students to participate in the learning process and it can strengthen the classroom relationship. Those can make the classroom environment become more comfortable that can lead to better achievement of the students.

Table 4. Mean value for Perceive Instruction Delivery section

Factor	Component	Mean
Perceive Instruction Delivery	I can understand the explanation or instruction about the activities from the teacher by using Google Classroom easily.	3.22
	The teacher gives a clear explanation of the learning duration and due dates of the assignment by using Google Classroom.	3.54
	The teacher gives a clear explanation of the materials or topics on English lessons by using Google Classroom.	3.29
	The teacher helps me in the learning process and doing the task by using Google Classroom.	3.27
	The teacher gives feedback for my learning participation and tasks by using Google Classroom that can help me to get a better understanding of English materials.	3.40
	Mean	3.34

Table 4 showed that the average mean of this section and mean of every question were above 3, which indicated that the score for Perceive Instruction Delivery section was above average. The highest mean value in this section was the completeness of the provided information section with mean 3.54, so it showed that the respondents strongly agreed that the information from the teacher is complete.

“The teacher always gave clear and complete instructions about the task and assignment that helped to understand the instruction better.” (Student 4)

Next, the lowest mean value in this section was the understanding of the students about the learning activities with mean 3.22.

“The instruction was in the English language only, so I did not get a complete understanding of the instruction. I was too shy to ask the teacher or other students because I did not feel close enough with the classroom members.” (Student 11)

As a consequence of that, they did not do the task correctly. Clear and organized instruction is important because it affects students’ grade and determination to the learning activities and their motivation of study (Roksa, Trolian, Blaich, & Wise, 2017). Mathew and Alidmat (2013) suggested that the teacher could use audio-visual instruction in an EFL classroom because this method had a positive impact on the language learning environment. The teachers can use video to give instruction to students in order to get the full understanding of the students. However, the value of 3.22 still shows that most of the students strongly agree that the explanation and instruction from the teacher were understandable.

Table 5. Mean value for Student’s Satisfaction section

Factor	Component	Mean
Students’ Satisfaction	I met my learning target in English lessons after using Google Classroom as the learning media.	3.00
	I can improve my reading skill in English lessons after using Google Classroom as the learning media.	3.13
	I can improve my listening skill in English lessons after using Google Classroom as the learning media.	2.91
	I can improve my speaking skill in English lessons after using Google Classroom as the learning media.	2.81
	I can improve my writing skill in English lessons after using Google Classroom as the learning media.	3.34
	I would recommend this learning method by using Google Classroom as the learning media to be applied to other appropriate subjects.	3.32
	I would choose Google Classroom as my first choice compared to other media.	3.44
	Google Classroom is an effective learning media and it can increase the learning motivation of the students.	3.34
	Mean	3.16

Table 5 showed that the average mean of this section was above 3, which indicated that the score for Student’s Satisfaction section was above average, but the mean of every question was more varied. The highest mean value in this section was choosing Google Classroom as their first-choice media section with mean 3.44, so it showed that the respondents strongly agreed that Google Classroom is their prime learning media.

“Overall, I felt that Google Classroom is suitable for English lesson activities, and I would recommend Google Classroom to other appropriate subjects.” (Student 5)

The students agree that Google Classroom can help them to improve their English skill and achievement, and they will recommend Google Classroom for English and other appropriate subjects. It is in line with Ridho et al. (2019) and Khalil (2018) who stated that Google Classroom as a media platform in EFL classroom get positives response from the students because the Google Classroom helps students to improve their learning quality and achievement, and the students also preferred using Google Classroom for English and future courses.

Next, there were 2 questions that had low mean value in this section, which were the improvement of their listening and speaking skill after using Google Classroom with mean 2.91 and 2.81, so it showed that the respondents disagreed that it was hard to improve their listening and speaking skill using Google Classroom.

The results of this study prove that the teachers and students can use Google Classroom as the learning media platform for English lessons. Its simple system and display can help the students easily adapt to the application. The role of the teachers in using Google Classroom as the learning media platform is important because they have to design the lesson that determine the success of the English lessons using Google Classroom. The teachers also need to give a clear instruction to the students to avoid misunderstanding that can affect students' achievement. Making a good atmosphere in the classroom can also help the students to actively participate in classroom activities that can help them to improve their achievement.

There are some limitations to this study. The first limitation is that the participants were only from the 11th grade of the multimedia program at SMKN 10 Malang. The future research could involve students from other grades and programs to make the result of the study more comprehensive. The second limitation is that this study only investigated the use of Google Classroom from one side of classroom members, which was the students. This study did not explore teachers' perceptions. Adding the perception from the teacher's side could make the result more extensive. The third limitation is that the reliability test of this study was done after the data collection process. The reliability test should have been done before and after the data collection in order to make the result more reliable. The last limitation of this study is that some students could not be focused on the online interview session because there were some pauses in answering the questions making them unable to concentrate on answering the interview's questions. Here, determining the interview's time and duration is important in order to get the best result of the interview.

4. Conclusions

This study concludes that the use of Google Classroom in English lessons is suitable and useful in English lessons, and the students were satisfied with the performance of Google Classroom. Google Classroom is an easy-to-access learning media, compatible media for English lessons, and useful media to communicate and interact with classroom members. The teacher also gave clear instructions on Google Classroom that helped the students to understand the assignment. However, there were some difficulties that were faced by the students in using Google Classroom for English lessons. Some students stated that it was difficult for them to improve their speaking and listening skills using Google Classroom because it did not support interactive communication. Some students also said that they did not feel comfortable to communicate

and interact with the members of class because they were not confident with their English skill and felt they were not close enough with classroom members. Those problems have to be solved by the teacher and students to make the learning activity run smoothly. Based on the result of this research, the researcher has some suggestions related to the use of this online platform. The first suggestion is that the teachers need to try out the learning media platform before starting learning activities in order to find out the learning needs. The second suggestion is that the teachers can also provide an example of the correct assignment to help the students understand the instructions correctly. The teacher can apply group activities to provide opportunities for students to interact with each other, so the class members can have a good relationship with each other. The last suggestion is that the teachers can use another application together with Google Classroom to make the learning activity run smoothly if Google Classroom is not enough for some learning activities.

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