

## AN ANALYSIS OF THE STUDENTS' PERCEPTION ON GOOGLE CLASSROOM FOR LEARNING ENGLISH

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SUBMISSION TRACK	A B S T R A C T
Submitted : 5 July 2022 Accepted : 10 September 2022 Published : 18 October 2022	This study investigated the students' perception on using Google Classroom (GC) for learning English at SMAN 2 Sungai Raya. This research was a descriptive study with a quantitative approach; survey method involving 146 eleventh grade students at SMAN 2 Sungai Raya. The data were analyzed using descriptive statistics for the close-ended questions. The findings were presented the total mean score of five indicators of close-ended questions and distribution frequency table based on the theme of open-ended questions. The result presented that the total mean score of each indicators showed positive responses. Those were the usefulness of GC features (M=3.72), the ease of use of the features to motivate the students (M=3.71), Students' participation (M=3.66), and students' satisfaction (M=3.54). These can be approved by the students' statements that learning English using GC was fun and improved their English reading and writing skills. The result showed that students had positive perceptions towards the use of GC.
KEYWORDS	
Students' Perception, Google Classroom, Online Learning English	
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### Introduction

Since corona virus was confirmed in Indonesia and resulted numerous casualties. This condition forced the government to take an action to stop the spread of COVID-19. It is in line with Government Regulation No. 21/2020 (2020) that every government and private agency must carry out its activities from home including educational field. During this situation, the English teacher was required to conduct teaching-learning process in online platform.

Many applications can be used for implement online learning English. One of the applications was Google Classroom. Teacher believed that Google Classroom was a good and easy application for online learning. It was also one of the popular application and helpful for creating a meaningful learning environment. According to Okmawati, (2020) Google Classroom is a free web application developed by Google for schools that aims to simplify creating, distributing, and grading assignments. Google Classroom provide many features that can help the students to learning English. for example post, sharing and comments section, these features were helpful for their communicative learning with their friends and the teacher. In line with Henukh and Astra (2021) that Google Classroom also can improve the students collaboration skills. Based on the benefits of the application, it is inevitable to use the application for English teaching and learning process.

Implementation of online learning English did not sound like a new model in the educational field. A number of studies have been conducted related to the online learning. In Mahyoob (2020) study, through descriptive analysis, he found that the main problems experienced by EFL learners were technical issues such as internet connectivity, accessing classes, and downloading courses' materials problems. In some cases, the online exam cannot be opened on learner phones. These problems also

occurred when teachers utilized Google Classroom to teach English in SMA 4 Tebo. Besides the technical issues, the teacher's ability to use technology also plays an essential role that should be considered in conducting online learning (Winarti, Nurhasanah, and Ningsih, 2020). In addition, the school investigated was a new in conducting online learning. This situation made the students faced more challenges such as unstable connection, limited numbers of internet quotas, and lack of knowledge on using Google Classroom. These problems can be the barrier in understanding English language. Therefore, understanding what the students thought about the Google Classroom is a must in order to create a meaningful learning environment, whether they have a positive or negative perception for consideration in evaluation the teaching and learning process. Therefore, the purpose of this article is to review the EFL students' perception at that school on the use of Google Classroom for learning English in the pandemic era.

To investigate the students' perception who were new in using Google Classroom, the researcher used the behavioral intention theory from Extended theory of acceptance model which consisted on perceived of usefulness (job relevance), perceived ease of use (self-efficacy and perceived enjoyment), students' personal opinion towards the application (Setiyani, Effendy, & Slamet, 2021). In addition, the researcher also used students' satisfaction of the technology in educational field. Educational satisfaction means the students' subjective view of their online learning experiences using technology. (Han and Sa, 2021).

### **Research Method**

This research is descriptive quantitative research that used survey approach. Survey approach is one of the designs that can be used to describe the current condition at that school. This can be used to investigate ones' beliefs, opinions, characteristics, and behavior (Ary, Jacobs, & Razavieh, 2010). According to Ary et al. (2010), there are two basic survey method designs according to the time of data collection; longitudinal survey and cross-sectional surveys. In this study, the researcher used a cross-sectional survey. It was because the cross-sectional design allows the researcher to describe the the current belief, attitude, and opinion of a population or more population at a particular time. Therefore, survey design is suitable to describe the students' perception towards the use of Google classroom for learning English in this current situation, Covid-19 pandemic.

By understanding the students' thought and opinion, the researcher would be easily to describe the current situation at SMAN 2 Sungai Raya. There were 204 populations in this study which consisted of all eleventh grade students at that school. Using Slovin formula, the researcher takes a number of samples that represent the population.

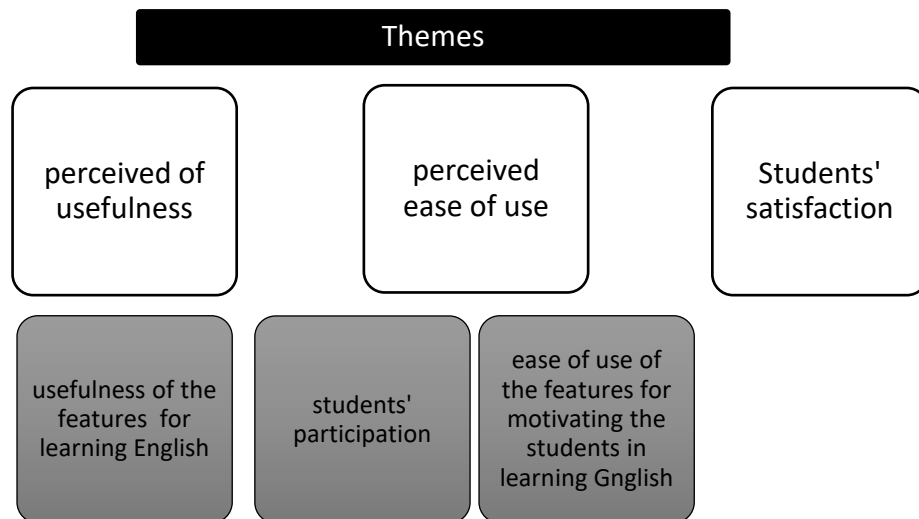
$$n = \frac{N}{1 + N(e)^2}$$

Notes:

- N: Population
- e: Margin of error (5%)
- n : Sample size

Using the formula show that there were 135 students who are willing to fill out the questionnaire.

Due to the Covid-19 situation, the researcher provided questionnaire by using internet. The questionnaire consisted with open and close ended-questionnaire. This was distributed on using Whatsapp group and Google Classroom. The questionnaire was adopted from the previous study conducted by Rubaai and Khatib (2020) and modified according to the purpose of this study. The questionnaire from the previous study was designed based on the construct of the theory acceptance model that focused on the perceived usefulness, perceived ease of use, students' satisfaction and the student's attitude towards the google classroom. Two experts have checked the questionnaire to ensure its face validity. the researcher specified the questionnaire into several themes. The usefulness of the feature in the GC is related to the perceived of usefulness. At the same time, the the students' satisfaction and participation are related to perceived ease of use. The themes can be seen as the following picture.



**Figure 1.** Themes of The Questionnaire

The close-ended questionnaire was in the form of Likert scale. In clearly, see the table below.

Frequency	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

**Table 1.** Value for option in Likert Scale (Source: Ary et al., 2010)

In analyzing the data, the researcher used two procedures; close-ended questionnaire and open-ended questionnaire. first one is for the close-ended

questionnaire, the data were analyzed using descriptive statistical method. The data analysis step was described as follows:

- a. The researcher recap the data of the questionnaire.
- b. Then, The researcher tabulates and scores the data according to the value for the option (see table 3.1 on p.38).
- c. The researcher input the data into an Excel application, counted the mean score and chategorizing the score based on the class interval. The following table is the categorization of the mean score.

Interval	Interpretation
1.00 – 1.80	Very Less
1.81 - 2.60	Less
2.61 - 3.40	Enough
3.41 – 4.20	Good
4.21 – 5.00	Very Good

**Table 2.**Class Interval mean score and the interpretation (Source: Yunita, Sunardi, & Kristiyanto, 2021)

- d. Lastly, The researcher described the total meanscoreof the item combined with the total mean score of each indicator. The main aims of this step are to show the student's belief about the google classroom based on the experiences.

Second one is for the open-ended questions. The researcher analyzed using thematic analysis introduced by Braun and Clarke. The Process is explained as follows:

- a. The researcher recapped the data from the response of the open-ended questionnaire.
- b. The researcher analysed the data by gaining familiarity with the data.
- c. The researcher was generating initial codes or themes. The researcher writes the code or theme based on TAM variables, but unexpected themes are welcome.This step is helpful for the researcher to interpret the students' answers. The researcher reread the data in order to get a sense of what it looks like. For example, in the first question, it is talking about the students' feelings. Then, the researcher will read it and list the students' feelings and give each answer's codes. It is related to the ease of use of the application.

## Result and Discussion

The finding presented the mean score of the data and also the students' personal opinion towards the current situation.

**1. The usefulness of the Google Classroom features for learning English.**

No.	Item	SA	A	N	D	SD	Mean score	Standard Deviation	Category
1.	The feature of seeing the originality of our assignment on the GC is helpful in minimizing the plagiarism in my English writing.	45	55	31	10	5	3.82	1.04	Good
2.	I can decrease my grammar mistake in my English writing because the feedback feature can show the criteria to complete the English writing and grammar task.	32	51	41	17	5	3.60	1.06	Good
3.	The English reading sources that has been posted by my teacher and other students in the column post and sharing help me to enrich my English vocabulary.	44	50	30	14	8	3.74	1.15	Good
4.	The discussion features on the class stream can increase my English writing and speaking skills.	40	49	33	16	8	3.66	1.15	Good
5.	The feature of video conference on the GC that sometimes we use in the class meeting can improve my English speaking ability.	39	38	39	20	10	3.52	1.22	Good
6.	The feature of adding a private comment on the assignment section can help me to communicate and ask my teacher about the English material that I did not understand well. Such as speaking or writing task.	63	40	27	9	7	3.98	1.14	Good
<b>Total</b>							3.72	1.13	<b>Good</b>

**Table 3.** Usefulness of the Google Classroom features for learning English

This table showed the students perceived of usefulness can be seen from each features. the students responses was mostly agreed with the usefulness of the features of the google classroom for their learning

performance. The category of the total means score (3.72) categorizes as a good response. Looking up to the table, the highest rate items of the Google Classroom features is the item number 6 (M=3.8). Then, following by item number 1 (M=3.82). and the lowest rated item feature can be seen on the item number 5 (M=3.52).

## 2. The ease of use of the features to motivate the students in learning English

7. The grade or scoring features of Google Classroom can motivate me to learn the English language skills well (speaking, writing, reading, and listening skills).	38	51	30	22	5	3.65	1.12	<b>Good</b>
8. The feature post to the class stream helps me improve my English communication in writing and speaking skill with my friends because it allows us to discuss the material given by our teacher in the comments section.	37	46	43	13	7	3.64	1.10	<b>Good</b>
9. The feature upcoming work and the latest announcement are really motivating me to finish my English task for writing, speaking, and grammar skill, earlier before the due date .	54	38	38	8	8	3.84	1.15	<b>Good</b>
<b>Total</b>						<b>3.71</b>	<b>1.13</b>	<b>Good</b>

**Table 4.** The ease of use of the features to motivate the students in learning English

The existence of the Google Classroom features can motivate students was very beneficial for the students for their learning performance. From the table, it can be seen that most students agreed that several features can motivate them to learn English in terms of communication with the other students or finish their task before the due date. This comes up because the total mean score is 3.71, categorized as a good response. The highest rate item is the item number 9 (M=3.82). then, it is following by item number 7 (M=3.65). and the lowest rated item is the item number 8 (M=3.64).

## 3. Students' participation in learning English via Google Classroom

10. Google Classroom is easy to use for learning English subject (reading, writing, speaking, and writing skills) because it is available to all kinds of	63	43	23	10	7	4.00	1.12	<b>Good</b>
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	computer devices.								
11.	I can easily join the classroom because this application does not need a stable internet connection.	17	43	46	21	19	3.12	1.19	<b>Enough</b>
12.	The English listening and reading material posted in the GC are clear and easy to be understood.	33	59	36	12	6	3.69	1.04	<b>Good</b>
13.	I like the mini quiz that is always given by my teacher on the column discussion or the assignment section to check our understanding on the English reading and listening material.	36	55	36	8	11	3.66	1.13	<b>Good</b>
14.	I like the mini quiz that is always given by my teacher on the column discussion or the assignment section to check our understanding on the English reading and listening material.	36	59	31	16	4	3.73	1.04	<b>Good</b>
15.	The English activities in learning writing, speaking, and grammar skills on the assignment in the Google Classroom is really fun but heavy.	41	54	31	14	6	3.75	1.09	<b>Good</b>
<b>Total</b>							3.66	1.10	<b>Good</b>

**Table 5.** Students' participation in learning English via Google Classroom

The participation and the kind of activities in the google classroom are one of the indicator of the ease of use of Google Classroom. This factor can indicate the students' behavior intention to use learning application. The availability, the internet quotas, and the learning activities are the sub-indicators of the ease of use google classroom. From the table, the researcher found that the students mostly agree with the ease of use google classroom. It can be seen from the total mean score of the indicator (M=3.66) that it is categorized as a good response. The highest rated item comes from the item no.10 (M=4.00). and the lowest reted item is the item number 11 (M=3.12).

#### 4. Students' satisfaction on the Google Classroom for learning English

16.	I feel easy to use Google Classroom features for learning English (speaking, listening, writing, reading, grammar skills and vocabulary knowledge).	30	53	40	15	8	3.56	1.10	<b>Good</b>
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17. I feel free to access the English material on Google Classroom anytime.	46	39	34	18	9	3.65	1.22	<b>Good</b>
18. This application is helpful to improve my communication (in writing and speaking skills) and collaborative skills with my friends in learning English.	28	39	49	25	5	3.41	1.09	<b>Enough</b>
<b>Total</b>						<b>3.54</b>	1.13	<b>Good</b>

**Table 6.** Students' satisfaction on the Google Classroom for learning English

This table pictures that the students' satisfaction after using Google classroom. Most of students responses agreed with the application which can be seen from the mean score of the item number 16 and item number 17 that are categorized as good responses (M=3.56 & M=3.65). While, the students also relatively disagreed that the GC is helpful for improving their communicative writing and collaborative skills. It can be seen from the mean score of the item number 18 that is 3.41 and categorized as enough (see table 3, page 7).

#### 5. Students' personal opinion on Google Classroom for learning English

The researcher found some findings based on the students' opinions. Those are the students' feelings after using google classroom, the usage of the application for learning English, and the activities on the GC in dealing with the students' learning improvement. Based on the analysis, the researcher developed several themes on each aspect.

No	Indicators	Themes	%
1.	Students' feelings after using Google Classroom	Google Classroom is fun	60%
		GC is challenging	21%
		Feeling tired when using GC	21%
		GC is confusing	
		GC is hard	3%
		GC is not a bad application	3%
		GC is a stressful application	3%
		GC is a boring application	1%
2.	The usage of the application for learning English	Features of GC are enough for helping the students in online learning English.	54%
		Features of GC is not enough and should combine with other application.	41%
		GC is helpful in improving English skills	39%
3.	The effect of learning		



	activities in the GC to improve students' English skills.	GC is helping in improving the students' skills but not in a specific skill.	38%
T		GC is totally useless and did not improve students' English skills.	23%
h	<hr/>		

**Table 7.** The themes found from the open-ended questionnaire

**a. Students' feelings after using Google Classroom**

The result of table of distribution frequency shows that 60% of students thought that Google Classroom was fun. It is because of the material provided by the teacher and the flexibility of the google classroom. This was in line with the students answer in the close-ended data on the item number 13,14, and 15 (see table 3).

Besides that, there were also similarities between the total number who felt challenging and tiring. It was about less than 30% statements or about 21%. The researcher found the reason why it happened. Mostly reasons were related to the internet problems and the task given. It was in line with the close-ended data on the item number 14 (see table 3 section 4) which means that it needs an stable internet connection to operate it.

Lastly, less than 10% answered it in different feelings, such as confusing ; 3%, hard; 3%, So-so; 3%, bored; 2%, and stressful; 1%. The students felt confusing, stressed, and bored when they had many tasks from the teacher and did not know how to answer them. It is because they did not understand well the material on the GC. This result was in line with the item number 6 on the close-ended questionnaire that 16 students dissagree with the statement. It means that several students did not make good use of that features for communicate with their teacher. Moreover, for they who give the response so-so or not bad, they thought that it did not have a significant impact on themselves.

**b. The usage of application for learning English**

This result shows how the usage of google classroom for learning English works. From table 10, It shows that 54% of students said that Google Classroom was enough application for online learning English subject. It was because of the material given was interesting and easy to understand.

Another reason that came up was related to the internet quota. The students thought it was enough only to use this GC because it did not need big data to access it. This can be the positive responses or feedback for the teacher to keep using the application.

Then, There was not a big difference between the previous answer. 41% answered that the GC should be combined with other applications to maximize the learning process. Students thought that learning by only using GC did not enough to improve their English

skills. Therefore, They suggested that it is better to combine with zoom because sometimes they need to do live interaction with their teacher so the teaching and learning process can be more communicative and resolve the problem directly.

And the last responses of the questionnaire showed that some students did not know exactly what they needed, so they decided to not answer it well.

**c. The effect of learning activities in the GC to improve students' English skills**

From table 4, It can be shown the students thought that the activities on the GC could improve their English skills. About 39% of students said that their English skills improved. The students said that Reading and writing skills were the skills that mostly improved. This was in line with the result of close-ended questions on items number 1,2,4,6 and 8 that several features was used to support the reading and writing skills (see table 3).

Besides that, the researcher also found the students thought that there was an improvement in themselves but did not mention it in specific skills. It was about 38% of students agreed that GC was helpful to improve their English knowledge. Most students said that it is because of the usefulness of the application. This result was in line with the means score of the close-ended questionnaire section 1 and 2 (see table 3).

Besides the total numbers who answered about the improvent. The researcher also found that about 23% of students' responses that Google Classroom did not help them to improve their skills. They thought that GC was quite helpful for distance learning but not helping to improve.

Accordingly, the data were pictured the students' perception on the use of Google Classroom for learning English during covid-19 pandemic. The answer was categorized into three sections. The first part is the usefulness of the Google Classroom features. This part consists of the usefulness of the features for learning. The students show a good responses towards the usefulness of the features. It can be seen from the total mean score of the first indicator (M=3.71). This means scores of the results are categorized as a good response. Therefore, this result indicates that the students positively perceive the usefulness of google classroom features and the material given. This result was similar to the previous study conducted by Rubaai and Khatib (2020). They found that the students showed a positive perception of the usefulness of GC. The students agreed that the google classroom features are helpful in supporting their online learning process. It is approved by the students' majority answer in the open-ended questions that the google classroom application was enough for supporting and helping in learning English during the pandemic era.

*"I think GC is enough because it does not need big internet data to access it."*  
S.18

*"The features of GC were helpful,...." S.4*

The result is also in line with the Agung et al. (2020) study, They found that most of students agreed that the relevancy of material helps them comprehend the material and answer the task easily. It may indicate that the students understood the material well. Hence, this recent study is approved by the student's response to the one open-ended question.

*“The learning material and video were interesting, so I can easily understand it.” S.29*

Moreover, the usefulness of the GC can be seen from the students felling after using Gc. Mostly students agreed that learning by using Gc was fun because of the interesting material provided in GC and clear explanation from the teacher.

*“It’s fun because when we study English using GC, The teacher sent us interesting powerpoints and learning videos from Youtube.” S.17*

*“It is fun because the teacher gives us clear explanations before instructing us to do the activities.” S.23*

In addition, this finding is related to the theory davis that the perceived of usefulness will affect the students attitude towards the google classroom.

Second one is related to the ease of use of the Google classroom. This include the self-efficacy and perceived enjoyment (accessability and enjoyable activities).based on the result, the students show that the GC was ease to use. The self-efficacy was the students believe that using the application can motivate them to learning English. This can be seen from the students good responses that the features could motivate them to learn English (M=3.84). Other indicators were perceived of enjoyment. It can be seen from the accessibility of the GC and the enjoyable activities. the total mean score of the students’ participation items was 3.65, which is categorized as a good response. The factors that made its accessible are because it does not take much internet quotas, the enjoyable activities and this GC is available for all kinds of computer devices. This close-ended result can be approved by the students’ statements.

*“... it does not need big internet data to access it.” S.18*

*“It’s fun because when we study English using GC, The teacher sent us interesting powerpoints and learning videos from Youtube.” S.17*

*“It is fun because the teacher gives us clear explanations before instructing us to do the activities.” S.23*

*“... from the learning material, video, and the assignment given, indirectly help me to improve my speaking, reading, listening, and writing skills.” S.70*

While for the students' satisfactions indicators, the students do not show a good responses towards the accessibility of the google classroom. This can be seen from the total means score of the indicators, which is 3.54. It is categorized as good response, which means the students relatively disagreed with the ease of use GC. They agreed that the participation on the Gc was supported by the easy-to-use features and easy-to-access material provided with the total means score of these indicators (M=3.56 & M=3.65), which is categorized as a good response. But, the students did not really agree about the

easiness of application for improving their communication and collaborative skills (M=3.41).

*“... I don't think it will improve my learning skills. Because of the limited explanation from the teacher, we have to use other platforms to support our learning activities...” S.19*

*“I think learning using Google Classroom is not enough. We need to combine it with Gmeet; therefore, I can ask or communicate directly at that time with my teacher.”S.136*

In conclusion, the students show a positive perception towards the ease of use of the google classroom. This conclusion comes up because of the good responses of the students of the questionnaire. At the same time, there is a point that the student shows disagreement. The students were dissatisfied with the use of Google Classroom to improve communicative and collaborative skills. This result aligns with Rubaai and Khatib (2020) that the students perceived the google classroom as easy to use. In this study, the ease of accessing application and the enjoyable activities was the factor that made the GC was easy to use. While this study contrasted with the study conducted by Henukh and Astra (2021), that was claimed that Google Classroom could support collaborative learning with the students and lecturer. In fact, this study shows that the GC could not support the English communicative and collaborative skills. It can be seen from the open-ended question result. The students feel unsatisfied towards the google classroom. From the table of the result, the students agreed that their English reading and writing skills improved, but they did not mention about their collaborative skills. In conclusion, the students perceived ease of use the google classroom in terms of the accessibility and enjoyable activities and did not satisfy with the features for supporting the collaborative learning skills.

## **Conclusion**

Based on the finding and discussion, the students showed positive and negative responses towards the use of Google Classroom. The positive one comes up from the usefulness of the features, enjoyable activities, and the accessibility. While the negative one is related to communication and collaboration issues. The students are not satisfied with the google classroom because there is no improvement related to their collaborative learning. However, based on their personal opinion, google classroom was useful for supporting their online learning in this pandemic era. They thought that the features of google classroom were enough for helping them in learning the material and practicing the task given. It can be shown from their improvement in reading and writing skills. This finding aligns with the study of Setiyani et al., (2021) that had investigate the students' perception using extended theory of TAM and found that the perceived usefulness and perceived ease of use will affect their attitude towards the application. In this study, the learning technology performs better for the students in supporting their learning process. for the perceived use of google classroom, overall, the students show a positive perception. It can be seen from how satisfied they are with the accessibility of the Google classroom and the enjoyable activities.

## **Acknowledgements**

In writing the manuscript, Asmaul Husna was helped by her thesis supervisors, Dr. Rahayu Apriliaswati, M.Ed., TESOL and Surmiyati, S. Pd.,M. Ed. Her supervisors a

made a significant contribution by offering her encouragement, criticism, and helpful technical guidance as she worked to complete this article.

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