STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE APPLICATIONS IN ENGLISH LEARNING: A CASE STUDY AT SMAN 6 POCO RANAKA

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education

By

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THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
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Hereby, declare that :

1. The thesis entitled: **STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE APPLICATIONS IN ENGLISH LEARNING: A CASE STUDY AT SMAN 6 POCO RANAKA** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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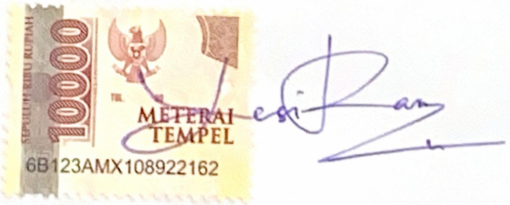

YESIRAN

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The Writer

TABLE OF CONTENTS

LIST OF TABLES

STUDENTS' PERCEPTIONS TOWARD THE USE OF GOOGLE APPLICATIONS IN ENGLISH LEARNING: A CASE STUDY AT SMAN 6 POCO RANAKA

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ABSTRACT

This study investigates students' perceptions of using Google applications for English learning at SMAN 6 Poco Ranaka, focusing on gender differences. Applications like Google Classroom, Google Docs, and Google Forms have transformed teaching practices and enhanced learning experiences. Using a qualitative case study approach, data were collected through interviews, observations, and questionnaires to explore students' engagement and their evaluation of these applications. The findings revealed that most students had positive perceptions of Google applications, with a mean score of 4.20 (82.1%), categorized as "Positive." Female students reported a higher mean score of 4.31 (86.86%), while male students scored 3.98 (80.76%). Female respondents emphasized collaboration and ease of use, whereas male students prioritized efficiency. Despite the positive feedback, challenges such as adapting to independent learning and limited access to digital applications were noted. Teachers played a crucial role in facilitating these applications effectively, fostering motivation, independent learning, and collaboration. However, technical barriers and gaps in digital literacy, particularly among male students, underscored the need for targeted support. This study highlights the importance of inclusive and gender-sensitive approaches in integrating digital applications into education to optimize learning outcomes.

Keywords: *Google applications, English learning, students' perceptions, gender differences, digital applications*

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ABSTRAK

Penelitian ini mengeksplorasi persepsi siswa terhadap penggunaan aplikasi Google untuk pembelajaran bahasa Inggris di SMAN 6 Poco Ranaka, dengan fokus pada perbedaan gender. Alat seperti Google Classroom, Google Docs, dan Google Forms telah mengubah praktik pengajaran dan meningkatkan pengalaman belajar. Dengan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan kuesioner untuk mengeksplorasi keterlibatan siswa dan evaluasi mereka terhadap alat ini. Temuan menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap aplikasi Google, dengan skor rata-rata 4,20 (82,1%) yang dikategorikan sebagai "Positif." Siswa perempuan melaporkan skor rata-*rata* yang lebih tinggi yaitu 4,31 (86,86%), sementara siswa laki-laki mencatatkan skor 3,98 (80,76%). Responden perempuan menekankan kolaborasi dan kemudahan penggunaan, sedangkan siswa laki-laki memprioritaskan efisiensi. Meskipun tanggapan positif, tantangan seperti adaptasi terhadap pembelajaran mandiri dan keterbatasan akses ke alat digital tetap ditemukan. Guru memainkan peran penting dalam memfasilitasi aplikasi ini secara efektif, mendorong motivasi, pembelajaran mandiri, dan kolaborasi. Namun, hambatan teknis dan kesenjangan literasi digital, terutama di kalangan siswa laki-laki, menekankan perlunya dukungan yang terarah. Penelitian ini menyoroti pentingnya pendekatan inklusif dan sensitif gender dalam mengintegrasikan alat digital ke dalam pendidikan untuk mengoptimalkan hasil belajar.

Kata Kunci: aplikasi Google, pembelajaran Bahasa Inggris, persepsi siswa, perbedaan gender, alat digital

CHAPTER 1
INTRODUCTION

This chapter focuses on the reasons for conducting the research. Therefore, this chapter describes the background of the study and research questions.

1.1 Background of the Study

Learning English at the Senior High School (SMA) level equips students with essential skills to face global challenges. As a lingua franca, English is the primary Communication tool in various fields, from education to business, technology, and diplomacy (Ngatu & Basikin, 2019). Proficiency in English not only opens up access for students to continue their education to a higher level both at home and abroad but also increases their competitiveness in the highly competitive global job market (Farooqui et al., 2023). Along with the development of globalization, the ability to speak English allows students to participate actively in the international community and access a variety of information and knowledge mostly available in that language.

Learning English at the high school level in Indonesia faces significant challenges, such as limited educational resources and ineffective teaching methods. A lack of quality textbooks and learning materials and restricted access to technology seriously affect the quality of teaching, especially in remote areas (Aisyah & Haryudin, 2020; Ma'arif et al., 2021). Low student motivation is also a problem, often caused by monotonous, uninteresting teaching methods (Mido & Asmita, 2023). Several teachers still use traditional approaches focusing on grammar and translation, which could be more effective in developing communication skills (Jon et al., 2021). Harmer (2022) emphasizes the importance of innovative and communication-based teaching methods to improve learning.

Therefore, effective teaching media is crucial in overcoming this challenge and improving students' English understanding and skills at school. Teaching

media such as audio-visuals, language learning software, and other interactive applications can excite learning and motivate students to be more actively involved (Hadijah et al., 2020; Maulida & Hadi, 2022). Technology also facilitates access to a rich and varied range of learning resources, allowing students to learn more flexibly that suits their learning styles (Aldridge & Fraser, 2003; Atsari, 2020). Good teaching media can enrich students' learning experiences by providing real contexts for language use, improving their understanding and retention. In addition, using media such as learning videos and interactive applications can help students deepen their knowledge of the material being taught and develop their language skills more effectively.

Technology in language education also allows for more collaborative and interactive learning, which is very important in English language learning. Technology integration in language classes will enable students to communicate and collaborate with their peers through various digital platforms, which can improve their communication skills significantly (Iqbal et al., 2021). For example, language learning apps and online platforms allow students to practice English in a more accurate and dynamic context (Fauziah & Diana, 2023). It will enable them to interact with native speakers or students worldwide. Thus, teaching media and technology helps students understand the material better and prepares them to use English in real-life situations, improving their overall language skills.

However, the use of teaching media for English in high schools also needs to be improved. One of the main challenges is technical barriers, especially in remote or less developed schools, such as limited access to technological devices and stable internet connectivity (Afzal et al., 2023; U. Salam et al., 2023). Other challenges include effective time management in integrating instructional media into a dense curriculum and adequate teacher training to utilize technology effectively (Ertmer & Ottenbreit-Leftwich, 2010). More extraordinary efforts are needed to provide adequate technological infrastructure, effective time management, and ongoing teacher training so that teaching media can optimally support English language learning.

Along with these challenges, using *Google applications* such as *Google Classroom, Google Docs*, and *Google Meet* to learn English in high school significantly benefits students and teachers. *Google Classroom* provides an organized platform for uploading materials, assignments, and announcements, increasing student engagement in daily learning activities (Sudarsana et al., 2019; Mandasari & Aminatun, 2019; Sukmawati & Nensia, 2019). *Google Docs* enables real-time collaboration on shared documents, strengthening cooperation between students on writing assignments or group projects (Alsubaie & Ashuraidah, 2017; Jeong, 2016). Google Meet provides flexibility in remote teaching, facilitating continuous interaction between students and the teacher (Hastomo & Zulianti, 2021; Ironsi, 2022). Using Google applications, the English learning process has become more dynamic, collaborative, and structured. These applications not only help in classroom management and material delivery but also improve the quality of interaction and collaboration among students, ultimately improving their overall learning outcomes.

Previous studies have explored how *Google applications* improve student engagement, collaboration, and learning in English classes. Research by Sudarsana et al. (2019), Mandasari and Aminatun (2019), and Sukmawati and Nensia (2019) found that Google Classroom helps organize content, assign tasks, and keep students engaged. Alsubaie and Ashuraidah (2017) and Jeong (2016) showed that *Google Docs* encourages real-time collaboration, allowing students to work together efficiently. Hastomo and Zulianti (2021) and Ironsi (2022) highlighted the flexibility *of Google Meet*, especially in remote learning, enabling continued communication between students and teachers. While previous research has established the general effectiveness of these applications in supporting English learning, there still needs to be a significant gap in understanding students' perceptions of using *Google applications*, especially at the high school level in Indonesia. The majority of studies by Sudarsana et al. (2019), Mandasari and Aminatun (2019), Sukmawati and Nensia (2019), Alsubaie and Ashuraidah (2017), and Jeong (2016) focused on the technical benefits and outcomes of using these applications. However, they have not fully explored how students perceive

these applications regarding ease of use, accessibility, and their effect on learning outcomes. Furthermore, the role of gender in shaping these perceptions has been largely neglected. Most studies must address how male and female students may experience and benefit from these applications differently.

Researching the perceptions of male and female students in using Google applications for learning is essential to identify potential gender-based differences in how these applications are adopted and utilized in educational contexts. Understanding these perceptions can help educators and policymakers address diverse needs, ensuring that digital learning platforms foster equitable access and student engagement. Gender-based studies also contribute insights on barriers or facilitators specific groups may experience, helping tailor interventions to promote inclusive education. For example, previous studies highlight those male and female students may exhibit varying preferences in digital tool usage, reflecting differences in attitudes toward technology and collaboration (Smith & Johnson, 2021). By examining these perspectives, we can enhance the effectiveness of Google applications in education and reduce potential gender disparities in digital learning environments.

This study aims to fill these gaps by investigating the gender-specific impacts of combined *Google Application* usage on student engagement, collaboration, and learning outcomes. Unlike previous studies, which have predominantly focused on the effectiveness of digital applications in education, this research will delve into the nuanced experiences of male and female students using *Google Classroom*, *Google Docs*, and *Google Meet*. By examining how these applications function together to support or hinder the learning experiences of different genders, this research offers a novel contribution to the existing body of knowledge. It will provide a more comprehensive understanding of how digital applications can be applied gender-sensitive, thereby ensuring more equitable and effective teaching practices in English language education.

1.2 Research Questions

Based on the background above, this research aims to answer this gap, focusing on Google applications in English language learning at SMAN 6 Poco Ranaka. This research formulates three main questions, namely:

1. How does the teacher apply *Google applications* to teach English at SMAN 6 Poco Ranaka?
2. What are the students' overall perceptions toward the use of *Google applications* by the teacher in teaching English at SMAN 6 Poco Ranaka?
3. How do male and female students' perceptions differ toward the use of *Google applications* by the teacher in teaching English at SMAN 6 Poco Ranaka?

CHAPTER II
LITERATURE REVIEW

This section discusses previous research findings and relevant theoretical backgrounds related to the research to strengthen the study's framework. This part presents five essentials: Teaching and Learning English, The Media of Teaching English, Google Applications in English Language Learning, Students' Perceptions Toward the Use of Google Applications in English Teaching and Learning, and Male and Female Students' Perceptions.

2.1 Teaching and Learning English

English language learning serves multifaceted purposes, encompassing communicative, academic, socio-cultural, and economic dimensions. According to Nunan (2003), the primary purpose lies in effective communication across borders, facilitating interaction in global contexts. Learners engage in the process to attain proficiency for academic pursuits, career advancement, and cultural exchange (Budiman et al., 2023). The process involves various methodologies, with communicative competence as a central goal. Learners progress through stages, including input reception, language production, and fluency development, influenced by individual motivations and learning strategies (Durán et al., 2022).

The aim of acquiring proficiency in English serves as a means to cultivate students capable of actively engaging in English discourse and competing on a global scale (Andayani, 2022; Mandasari & Aminatun, 2019). Consequently, teaching English necessitates addressing enhancing student motivation, learning achievements, and language proficiency, thereby enabling students to bolster their English language capabilities. However, in the instruction, students need more enthusiasm towards attending classroom lectures. Thus, teachers are tasked with leveraging media applications and facilities to stimulate students' learning motivation during the instructional process (Puspitarini & Hanif, 2019). This

situation arises due to various factors, including students' need for more motivation in the learning process.

The teachers, constituting a vital element within the educational framework, assume pivotal roles in the classroom dynamics. Their responsibilities are diverse, adapting to the learning environment and requisite interaction styles within specific contexts. A teacher's role encompasses several facets: they can act as controllers, assuming authority to impart knowledge to students; organizers, adept at managing diverse activities, disseminating information, outlining task procedures, and organizing student pairs or groups (Ly, 2024; Siddiqui & Ahamed, 2020). Furthermore, they function as assessors, evaluating students' English proficiencies; prompters, offering support in overcoming learning obstacles; and participants, actively engaging in students' learning processes by providing constructive feedback. Additionally, the teachers serve as resources, acting as repositories of information; tutors, adept at combining roles as prompters and resources; and observers, meticulously monitoring and evaluating students' performances.

2.2 The Media of Teaching English

According to modern educational theory, media encompasses all digital and non-digital applications and platforms that facilitate learning by engaging students in a more interactive and personalized manner. This includes traditional resources like textbooks, charts, and flashcards but increasingly integrates digital innovations such as e-books, online simulations, virtual and augmented reality, and social learning platforms. Modern technologies like learning management systems (LMS), educational apps, artificial intelligence (AI), and cloud-based collaboration applications such as Google Workspace further expand the potential for active learning, allowing for greater collaboration, customization, and accessibility (Johnson et al., 2020).

Media in education is not just a tool but is also an integral component that can change the dynamics of learning (Abdulrahman et al., 2020). By utilizing several types of media, the teacher can create a more interactive and exciting learning

environment (Liliana et al., 2020). Handouts, books, and magazines provide diverse sources of information, while slides and overheads aid in visualizing abstract concepts. Modern technologies such as computers and the internet open access to unlimited resources and enable cross-border collaboration through interactive video conferencing. One of the practical English learning media is Google applications. Applications such as *Google Form, Google Slides, and Google Classroom* enable real-time collaboration between the teacher and students, facilitating efficient sharing of materials and assignments (Syahdan et al., 2021). Google Translate can also help students understand English texts, although it still requires a critical assessment from the teacher to ensure the accuracy of the translation (Amilia & Yuwono, 2020).

Effective use of media can increase students' motivation and participation and help them develop critical and analytical skills (R. Salam et al., 2018). Therefore, selecting and using appropriate media in learning is crucial to achieving the desired educational goals. By utilizing Google applications, the teacher can provide learning experiences that are more dynamic and responsive to student's needs and promote their active involvement in the learning process. It supports mastery of the material and develops essential technological skills in an increasingly digital world.

2.3 Google Applications in English Language Learning

This part presents three essentials: the application of Google applications in English language learning and teaching, the advantages and challenges of using Google applications in the classroom, and the student's perception of the use of Google applications in English teaching and learning.

2.3.1 The Application of Google Applications in English Language Learning and Teaching

Utilizing *Google applications* for teaching and learning can offer significant advantages due to its collaborative features (Alsubaie & Ashuraidah, 2017), ease of account access (Sukmawati & Nensia, 2019), user-friendliness (Triana et al.,

2021), and flexibility (Ebadi & Rahimi, 2017; Heath, 2018). Below are comprehensive guidelines for integrating Google applications into educational efforts.

Selecting the right tool from Google's wide range of applications is essential for practical integration into educational activities (Akcil et al., 2021). Google Classroom, Google Drive, Google Docs, Google Sheets, Google Slides, Google Forms, and others should be selected according to specific learning goals and activities. Each tool has unique features that can address different aspects of teaching and learning, so the selection must support the desired educational outcomes. Furthermore, creating Google accounts for teachers and students is fundamental in integrating *Google applications* into the academic environment (Syafi'i, 2020). This account allows access to Google's full suite of applications, facilitating resource sharing, communication, and efficient management of educational activities.

Google Suite for Education, now known as Google Workspace for Education, offers a variety of digital applications to enrich educational practices (Romero et al., 2018). First is Google Classroom. This suite of applications facilitates collaboration, communication, creativity, and organization between the teacher and students. Next is Google Docs, which allows simultaneous editing and commenting, supporting cooperative learning and collective knowledge construction (Jeong, 2016). The third is that Google Slides helps create engaging multimedia presentations, increasing student engagement and understanding (Leng et al., 2021). The fourth is that Google Forms provides applications for constructing surveys, quizzes, and assessments, collecting real-time responses, and analyzing data efficiently (Adelia et al., 2021).

Additionally, Google Meet provides an interactive environment for virtual meetings and lectures, facilitating real-time interactions (Aswir et al., 2021). Furthermore, Google Drive allows storing and sharing files from any device connected to the internet, increasing accessibility and collaboration (Rossman et al., 2021). Lastly, Google Calendar helps schedule and manage tasks, deadlines, and events, creating a structured learning environment (Wannous et al., 2011).

Google applications can be applied at every stage of classroom activity to enable collaboration, increase productivity, simplify classroom processes, and ensure a well-managed learning environment.

To effectively integrate Google applications into teaching and learning activities, educators can follow a structured approach that ensures a seamless transition and maximizes the benefits of these digital resources. The steps for using Google applications in learning are explained below.

a. Planning and Preparation

- Identify Learning Objectives: Start by explicitly outlining the learning goals for your course or lesson. Identifying what you want your students to accomplish is essential, as it will inform your choice of suitable Google applications to enhance their learning experience (Sudarsana et al., 2019). For instance, if you aim to improve students' critical thinking skills, you might select applications that facilitate discussion and analysis, such as Google Meet for virtual debates or Google Docs for collaborative research projects.
- Make sure you and your students are well-versed in the Google applications you intend to implement. Offering concise tutorials or instructional materials can facilitate a smoother transition and help everyone become comfortable with these resources (Hastomo & Zulianti, 2021).

b. Setting Up Google Classroom

- Create a Class: First, create a new class in Google Classroom by entering the necessary details, such as the class name, section, and subject. You can invite students to join by providing them with a class code or email invitations (Sudarsana et al., 2019).
- Organize Course Content: Implement topics to categorize your course materials, including assignments, lectures, and resources. You can upload materials like PDFs, slides, and videos to ensure students can access them easily (Mandasari & Aminatun, 2019).
- Manage Assignments and Quizzes: Design assignments and quizzes by establishing deadlines and offering clear instructions. For quizzes, utilize

Google Forms within Google Classroom, allowing automatic grading (Sukmawati & Nensia, 2019).

c. Facilitating Collaboration with Google Docs

- Create and Share Documents: Leverage Google Docs for writing assignments, group projects, and note-taking. You can share documents with students, allowing them to have view, comment, or edit permissions based on the requirements (Alsubaie & Ashuraidah, 2017).
- Encourage Real-Time Collaboration: Allowing simultaneous collaboration encourages teamwork and enhances the learning experience. The "Comment" feature lets students share insights or ask questions, while the "Suggesting" mode lets them propose edits without altering the original text. This interaction fosters a supportive environment for feedback and improvement, helping students refine their work collectively (Jeong, 2016).

d. Conducting Virtual Classes with Google Meet

- Schedule Meetings: Utilize Google Calendar or Google Classroom to organize and schedule your Google Meet sessions. Send out invitations to students with a direct link to join the virtual class, ensuring everyone can easily participate (Hastomo & Zulianti, 2021).
- Engage Students During Lessons: During your meeting, share your screen to showcase slides, documents, or other relevant resources. Use the chat function to facilitate real-time communication and leverage breakout rooms to promote student interaction and collaboration (Ironsi, 2022).
- Record Sessions**:** Record the lessons for students who cannot attend live or for future reference, ensuring all students have access to the material (Aswir et al., 2021).

e. Giving assessment and Feedback Using Google Forms

- Create Assessments**:** Utilize Google Forms to design quizzes, surveys, or feedback forms, incorporating different types of questions such as multiple-choice, short answer, and rating scales (Sukmawati & Nensia, 2019).
- Analyse Responses: Gather and organize student responses using Google Sheets, where you can efficiently compile the data for further analysis. This

approach enables you to assess student understanding by reviewing their answers in a structured format, making it easier to identify patterns, strengths, and areas that may need additional attention

f. Organizing and Sharing Resources with Google Drive

- Store and Share Resources**:** Google Drive is a central repository for educational resources. You can organize these materials into folders and easily share them with students or colleagues whenever necessary (Mandasari & Aminatun, 2019).
- Ensure Accessibility**:** All shared resources are accessible across various devices, allowing students to study or complete their assignments anywhere (Sudarsana et al., 2019).

g. Giving ongoing Support and Evaluation

- Provide Continuous Support: Make yourself readily available to assist students with any technical difficulties they might encounter while using digital applications and platforms. Technical issues can range from problems accessing the Internet to difficulties logging into educational software or navigating specific features of the applications used for assignments and learning activities. By being approachable and responsive, you can help students quickly resolve these issues, allowing them to stay focused on their studies without unnecessary delays or frustrations (Ironsi, 2022).
- Evaluate and Adapt**:** It is essential to consistently gather student feedback to gauge the effectiveness of the applications and strategies used in your teaching. One effective way to do this is using Google Forms, which allows you to create customized surveys targeting specific aspects of the learning experience. Regularly distributing these feedback forms will give you valuable insights into how well the applications meet students' needs, which features they find most beneficial, and where they might be experiencing difficulties (Jeong, 2016).

2.3.2 Advantages and Challenges of Using Google Applications

Some empirical studies have shown the advantages and the challenges of using Google applications in English language teaching and learning. Thus, this part discusses the two aspects that resulted from applying Google applications in the classroom.

a. Advantages of Using Google Applications

The advantages of applying Google applications in the classroom are as follows:

1) Enhanced Collaboration

   Google applications such as Google Docs and Google Slides enable real-time collaboration between students and the teacher. They support group work, peer review, and collective content creation and encourage active participation (Alharbi, 2019; Heath, 2018). The use of Google applications also facilitates innovative teaching practices in EFL classes.

2) Accessible and Flexible Learning

   Google's cloud-based applications allow students to access materials and assignments from any internet-connected device, increasing flexibility and supporting personalized, self-directed learning experiences (Korobeinikova et al., 2020).

3) Rich Multimedia Integration

   Google Slides and Google Sites allow the integration of multimedia elements such as images, videos, and audio recordings, making language learning more exciting and suitable for several learning styles (Agustina et al., 2023)

4) Efficient Feedback and Assessment

   Google Forms facilitates the creation of quizzes and surveys, simplifying the input process and enabling immediate feedback to students. Google

Docs allows the teacher to provide instant feedback on written assignments (Adelia et al., 2021; Lim et al., 2023).

5) Engaging Language Practice and Streamlined Organization and Planning
   Google applications also support interactive activities such as collaborative writing in Google Docs and virtual discussions via Google Meet, creating opportunities for students to practice language authentically (Ironsi, 2022; Ningsih, 2023). Google Calendar helps the teacher organize lesson plans, schedule activities, and share important dates with students, supporting effective time management (Hidayat, 2021; Nursyahrina et al., 2021).
6) Digital Portfolio Creation and Cost-effectiveness
   Google Sites facilitates the creation of digital portfolios, allowing students to display their progress, projects, and achievements creatively. This supports reflective learning and self-assessment (Sagita et al., 2023; Tran & Nguyen Ngoc, 2023). Google applications offer free access to basic features, making it affordable for educational institutions with limited budgets.

b. Challenges of Using Google Applications

The Challenges of Using Google applications in the classroom are as follows:

1) Digital Divide and Access Issues
   Technology and internet access gaps among students can hinder their full engagement with Google applications (Sismanto et al., 2024). Limited access or unstable internet connectivity impedes participation and learning, especially in areas with poor internet access.
2) Data Privacy and Security Concerns
   Storing sensitive student information on cloud platforms like Google Drive raises concerns about data privacy and security (Lindh & Nolin, 2016). Educational institutions must ensure compliance with privacy regulations and protect student data.
3) Technical Challenges and Training Needs

Teachers and students may face technical difficulties using Google applications, requiring adequate training and support (Capicio et al., 2023). Lack of proficiency in these applications can hinder effective integration into the learning process. Additionally, the collaborative nature of these applications has the potential to lead to disruption and misuse by students.

4) Integration with Curriculum

   Integrating Google applications into the curriculum requires careful planning and alignment with learning objectives (Febrianto, 2021). The teacher must ensure that using these applications complements and enhances learning outcomes.

5) Potential Overreliance on Technology

   Over-reliance on Google applications can reduce traditional teaching methods or face-to-face interactions, impacting interpersonal skills and varying learning experiences (Al Badi et al., 2023). Balancing the use of technology with other teaching approaches is essential.

2.4 Students' Perception Toward the Use of Google Applications in English Teaching and Learning

(Chaplin, 2002) states that perception entails the objective comprehension and identification of an object through sensory engagement. This viewpoint is corroborated by Lyman (2023), who defines perception as the cognitive process involving the selection, arrangement, and understanding of stimuli to create significance and relevance. These perspectives highlight that perception engages all five senses and compares new information with prior experiences to create importance and understanding. According to Kenyon and Sen (2015), perception is a complex cognitive process that allows us to make sense of things or events through three essential stages: selection, organization, and interpretation. First, our senses filter relevant information based on intensity, novelty, and alignment with our needs and values. Next, this information is organized in a logical way to facilitate comprehension. Finally, through interpretation, we derive meaning from

the information and translate it into actions or responses, reflecting how perception influences behavior.

Using digital applications in education has transformed traditional teaching methods, providing new ways to enhance student engagement and learning outcomes. One of the most significant developments is using Google applications to teach and learn English. These applications, including Google Classroom, Google Docs, and Google Forms, offer a variety of functions that facilitate collaborative learning, simplify administrative tasks, and support interactive and individualized instruction. According to the Technology Acceptance Model (TAM), users' acceptance of technology is influenced by two key factors: perceived usefulness and perceived ease of use (Davis, 1989). Google applications exemplify these principles, as their user-friendly interfaces and practical features encourage teachers and students to adopt them as useful tools for learning. The integration of TAM highlights that when users perceive technology as both easy to use and beneficial, they are more likely to engage with it, leading to enhanced motivation and better learning outcomes. The adoption of Google applications in education thus aligns with TAM, as it creates a more dynamic and engaging learning environment where students can interact with content, peers, and instructors in real-time.

When evaluating students' perceptions of using Google applications in English teaching and learning, it is essential to consider various indicators that reflect positive and negative perceptions. Positive perceptions of Google applications are primarily indicated by the ease of use and accessibility they offer. Google Classroom, for instance, is highly valued for its user-friendly interface, which aids students in organizing their assignments and deadlines more effectively. This centralization of learning materials and communication channels helps reduce confusion and keeps students well-organized (Dewi et al., 2022; Diantari et al., 2023). Furthermore, the collaborative features of Google Docs are noted for their significant impact on students' learning experiences. The ability to work on documents simultaneously and receive real-time feedback from peers and instructors enhances collaborative writing skills and encourages interactive

learning (Wahyuningsih et al., 2023). Similarly, Google Forms is appreciated for its capacity to provide immediate feedback during assessments. This allows students to address learning gaps promptly and enables educators to analyze performance data to refine teaching strategies (Arisman & Syafryadin, 2023). These applications contribute to a more structured and dynamic learning environment, fostering active participation and a sense of community in language acquisition (Ali, 2021).

However, negative perceptions also emerge from the use of these digital applications. Technical issues such as connectivity problems and software glitches can disrupt the learning process, leading to student frustration (Boruett, 2015; Mafiza & Wiyanah, 2022). These technical difficulties may hinder the effective use of the applications and impact overall learning outcomes. Additionally, there is concern about the over-reliance on technology, which could potentially reduce face-to-face interactions (Mouas & Ghaskil, 2023). This shift may affect students' development of interpersonal skills and lead to distractions during the learning process. Some students may also find the complexity of the technology challenging, which can create obstacles in fully utilizing the applications' functionalities.

2.5 Male and Female Students' Perception

Several research has investigated how gender influences the use and perception of technology in education. Venkatesh et al. (2003) discovered that male students have greater confidence and comfort when interacting with new technologies, typically considering them intuitive and straightforward. On the other hand, female students may be less confident in utilizing technology at first, but they frequently focus more on how technology facilitates collaboration and communication. This pattern is reflected in their perceptions of applications such as Google Classroom and Google Docs, where male students may prioritize the tool's efficiency and functionality. In contrast, female students value the collaborative features that enable teamwork and peer interaction (Khalil, 2018).

Google Classroom, a tool meant to expedite assignments, feedback, and communication between the teacher and students, has become widely used in higher and K-12 education. According to Al-Maroof and Al-Emran (2018), male students view Google Classroom as a handy tool for task management, course material organization, and resource access. They prefer the platform's simplicity and ability to operate independently with clear instructions. On the other hand, female students are more likely to comment on the platform's ability to facilitate communication and teacher-student connection. They see Google Classroom as helpful in staying in touch with the teacher, obtaining comprehensive feedback, and participating in collaborative learning (Harjanto & Sumarni, 2019). This disparity reflects broader gendered inclinations, with male students preferring autonomous learning and female students prioritizing the social components of learning applications.

Google Docs, a platform for real-time collaboration on documents, presentations, and spreadsheets, is widely recognized as one of the most successful applications for encouraging cooperation in education. Ishtaiwa and Aburezeq (2015) found that female students are likelier to see Google Docs as applicable for teamwork and information exchange. They love the platform's collaborative writing applications and the opportunity to contribute to group projects asynchronously. While male students recognize the value of Google Docs for collaboration, they often prioritize its efficiency in task management and document editing. They tend to see it as a valuable tool for organizing work and completing tasks rather than a collaborative platform. This distinction is consistent with studies showing that female students value cooperative learning situations, whereas male students prioritize independent task completion and productivity.

Despite the generally good response of Google products among students, there are specific issues in resolving gender inequalities in perception. According to Li and Kirkup (2007), female students frequently lack confidence while utilizing technology, which may impact their early judgments of Google products. Thus, teachers and educators must devise techniques to ensure that male and

female pupils feel equally encouraged and confident using these resources. This might include giving additional training or resources to female students who require more time to become acquainted with the technology.

Furthermore, gender stereotypes in technology use may influence how male and female students view the efficacy of digital resources. Cai et al. (2017) found that male students frequently socialize and regard technology as a natural extension of their skill set. Still, female students may be socialized to see it as less significant to their academic achievement. Teachers must overcome these prejudices by creating an inclusive learning environment where all genders may benefit from Google technologies for education.

CHAPTER III
RESEARCH METHODS

Research methods play an essential role in research. The quality of the research results dramatically depends on the method used. This chapter discusses five main points: research design, research setting and subject, data collection, data analysis, and data triangulation.

3.1 Research Design

This research employed a qualitative approach with a case study design to explore students' perceptions of using Google applications in English language teaching and learning, particularly within the specific context of SMAN 6 Poco Ranaka. The case study approach was chosen to provide an in-depth understanding of how students experienced and perceived the integration of these applications in their learning process. The phenomenon underpinning this case study arose from the intersection of technology integration in education and students' unique challenges in resource-limited environments. At SMAN 6 Poco Ranaka, using Google applications presented opportunities and challenges, reflecting broader digital equity and access issues. While these applications offered innovative ways to enhance language learning, such as facilitating collaboration, creativity, and resource accessibility, students' experiences were significantly shaped by their contextual realities, including unreliable internet connections and outdated devices. This disparity between the potential of digital applications and the barriers to effective implementation underscored the importance of understanding how students navigated these challenges and perceived the benefits and drawbacks of using Google applications in their learning journey. By examining this context, the study provided valuable insights into the practical implications of technology use in education, particularly in areas where access to digital resources was constrained.

While the study was primarily qualitative, numerical insights were gathered through a questionnaire to support and contextualize the qualitative findings.

These numerical insights provided additional perspectives on student attitudes, highlighting patterns and gender-based differences that enriched the qualitative analysis. The integration of narrative data and numerical insights within this case study framework allowed for a comprehensive exploration of the research problem, capturing detailed narratives alongside observable trends (Creswell & Poth, 2018).

The qualitative component delved deeply into students' and teachers' perspectives on using Google applications in English language learning at SMAN 6 Poco Ranaka. The observation and interviews with students and the teacher provided an in-depth understanding of teaching strategies, the reasoning behind different approaches, and the perceived benefits and challenges of using Google applications in language instruction. These interviews also provided context to the quantitative data, offering a fuller interpretation of students' attitudes toward these applications.

In addition, the analysis of the questionnaire data focused on capturing broad perceptions and highlighting differences based on gender. The data provided statistical insights that complemented the qualitative findings, ensuring a balanced interpretation of general attitudes. This analysis emphasized patterns and trends while offering contextual depth to support the qualitative exploration of individual experiences and perceptions. By integrating these findings, the study provided a nuanced understanding of how Google applications influenced English learning experiences, balancing general trends with specific, context-rich details.

3.2 Research Setting and Subject

This research was conducted at SMAN 6 Poco Ranaka in East Manggarai Regency, East Nusa Tenggara province, a school known for its commitment to integrating technology into the curriculum. The school was chosen due to its diverse student body and its role as an educational institution in the region, making it an ideal setting for exploring students' perceptions of Google applications in English learning.

This study's participants consisted of an English teacher who used Google applications in his teaching and students from grades 10 to 12 at SMAN 6 Poco Ranaka. The total number of students in the school was 176, and the researcher randomly selected 20% (or 35) of them. By examining teacher practices and student experiences, the study aimed to comprehensively understand how Google applications were applied and perceived in the learning process. The research took place during the odd semester of the 2024/2025 academic year to provide current and relevant data on using Google applications in English education at SMAN 6 Poco Ranaka.

3.3 Data Collection

3.3.1 Observation

The researcher conducted classroom observations to gain insight into the practical application of Google applications in English language learning at SMAN 6 Poco Ranaka. This observational data provided contextual information on how Google applications were utilized during lessons, student interactions, and levels of engagement, thereby complementing the findings from interviews and questionnaires.

The researcher used an observation checklist to document relevant aspects of classroom interactions, focusing on the following elements: the teacher's integration of Google applications into teaching practices, students' engagement with these applications, instances of collaboration or individual work, and any visible challenges or benefits of using technology in real-time. Observations occurred over several sessions to capture a representative sample of classroom dynamics. This data enhanced the study by providing a grounded understanding of Google applications' practical use and influence on students' learning experiences, directly linking observed behaviors with students and the teachers' reported perceptions.

This research combined data from interviews, questionnaires, and classroom observations to create a well-rounded and in-depth perspective on using Google

applications in English language education. Each data collection method contributed unique insights, enabling a comprehensive analysis highlighting technology integration's perceived and observed impacts on language learning.

3.3.2 Interview

The researcher conducted semi-structured interviews with English teachers at SMAN 6 Poco Ranaka to explore how they implemented Google applications in teaching English. A set of prepared questions guided these interviews, allowing the teacher to offer thorough insights into their approaches, techniques, and experiences with these technologies. The interviews concentrated on how they used these applications in evaluations, classroom activities, and lesson preparation, as well as any difficulties encountered and the supposed advantages for student learning. The researcher transcribed the interview recordings for a thorough qualitative analysis with permission.

Apart from the teacher interviews, the researcher also conducted semi-structured interviews with some students to address the first study question about general impressions of Google tool usage in English language acquisition. Semi-structured interviews were selected to allow the researcher to delve deeper into the subjects and to enable students to express their experiences and viewpoints more comprehensively.

The researcher conducted in-person interviews with the students based on availability and convenience. Using a ready-made interview guide, the researcher enabled students to communicate their opinions and experiences openly. After obtaining permission, the researcher videotaped each interview to ensure the accuracy of the data and transcribed it for further review. The interviews probed elements that the questionnaire might not have wholly exposed. Using the interviews, the researcher aimed to uncover the subtleties and settings behind students' impressions, thereby including elements that influenced their opinions on the value and efficiency of Google applications. This meant that the information from the interviews supplemented the quantitative data from the

questionnaire, providing a more comprehensive understanding of students' opinions on using technology in language acquisition.

3.3.3 Questionnaire

The researcher used a questionnaire as a research tool to assess students' perceptions of this study. The questionnaire consisted of seven Likert scale items created with Google Forms. The researcher scored 1 for "strongly disagree" and 5 for "strongly agree" on this scale, allowing for a quantitative and systematic evaluation of students' opinions on using Google technologies in learning. This questionnaire drew on research by Pham & Nguyen (2023), which explored various aspects of Google applications' value for online learning and the effectiveness of technology in language learning.

The questionnaire included seven items that covered several vital dimensions: convenience (item 1), ease of use (item 2), simplicity (item 3), increased motivation (item 4), development of autonomy (item 5), development of learning performance (item 6), and increased engagement (item 7). The researcher selected these statements to comprehensively understand how students perceived Google applications within their educational process.

The researcher collected data by distributing the Google Form link to all SMAN 6 Poco Ranaka students. The researcher gave students clear guidelines for completing the questionnaire and explained the study's aim. The researcher gave enough time for students to finish the questionnaire and regularly checked their response rate to guarantee a high one. The researcher statistically examined the gathered information from this questionnaire to identify trends and variations in student perceptions, including those between male and female students.

3.4 Data Analysis

The analysis was divided into three main sections: namely qualitative data analysis, which dealt with the insights gathered from semi-structured interviews; questionnaire data analysis, which focused on processing and interpreting the data

from student questionnaires; and data triangulation, which merged the two data sets to confirm and support the findings.

3.4.1 Qualitative Data Analysis

Qualitative data from semi-structured interviews were analyzed using thematic analysis techniques (Naeem et al., 2023). This process began with the transcription of recorded interviews. The transcript was then read in-depth to identify the main themes from the students' answers. Thematic analysis techniques allowed the researcher to categorize data into themes relevant to the research questions, such as students' perceptions of ease of use, learning motivation, and engagement in learning through Google applications.

Analyzing data based on thematic analysis involved several systematic steps to ensure that the themes identified were meaningful and accurately represented the data collected. Below is a step-by-step guide on how the data analysis was conducted using thematic analysis, particularly in the context of the perceptions of students regarding Google applications in English language learning:

Step 1: Familiarization with the Data

This phase aimed to immerse the researcher in the data to comprehensively understand its depth and breadth. To achieve this, the researcher thoroughly read through the transcripts of interviews and questionnaire responses multiple times. During this process, the researcher took detailed notes on initial impressions, identifying recurring themes, ideas, and patterns. Particular attention was given to how students perceived and felt about using Google applications in their learning. This initial review laid the foundation for further analysis, ensuring the researcher developed a nuanced understanding of the data and its underlying messages.

Step 2: Generating Initial Codes

This procedure aimed to find and label important data aspects associated with the study objectives. The data were methodically coded by emphasizing words or

sentences that conveyed essential concepts. To classify pertinent data points, for example, codes like “motivation,” “ease of use,” “challenges,” and “engagement” were employed. Essential themes that helped in comprehending the underlying trends and patterns in the data included “ease of use,” “increased motivation,” “access issues,” and “engagement.”

Step 3: Searching for Themes

The objective was to organize the codes into broader themes that captured the essence of the data. This involved grouping related codes into potential themes that reflected key aspects of the research. For example, codes related to “motivation” and “engagement” were combined under a theme titled “Motivation and Engagement in Learning.” In contrast, codes addressing issues with technology access and internet reliability were grouped under a theme called “Challenges in Access.” By categorizing the data this way, a better understanding of the main factors influencing the research topic and how they interconnect was achieved.

Step 4: Reviewing Themes

The goal was to refine the themes to ensure they appropriately represented the data. To ensure that enough information backed up each theme and accurately reflected the subtleties of the students’ perspectives, this step entailed comparing the themes to the dataset. Specific themes might have needed to be divided, combined, or eliminated to better fit the data. For instance, confirming that the “Challenges in Access” theme had sufficient evidence from surveys and interviews to depict the problems with internet reliability and technological access accurately was crucial. This stage ensured that the themes were thorough and accurately represented the meaning of the data.

Step 5: Defining and Naming Themes

The objective was to clearly articulate what each theme represented by describing its scope and relevance to the research questions. This involved explaining what each theme encompassed and how it directly related to the key aspects of the study. For instance, “Convenience and Accessibility” was defined

as the students' perceptions of how Google applications facilitated their learning process. It was essential to ensure that each theme accurately reflected the data, so it was necessary to verify that themes like "Challenges in Access" were supported by sufficient data from both interviews and questionnaires. This step ensured the themes were comprehensive and aligned with the research objectives.

Step 6: Producing the Report

The objective was to present the findings coherently and in a structured way by compiling the themes into a comprehensive report. This report included illustrative quotes from the data to support each theme, ensuring the findings were grounded in the participants' responses. Additionally, the report discussed how these themes answered the research questions and contributed to understanding students' perceptions of Google applications in English language learning. The report effectively conveyed the insights gained from the study by presenting the themes, supporting quotes, and an in-depth discussion of their relevance to the research objectives.

Once the main themes were identified, the researcher coded the transcript data to organize the information based on predetermined thematic categories. This coding helped find patterns and relationships between themes that emerged from the data. This analysis provided in-depth insight into how students perceived and experienced using Google applications in the context of English learning and the factors that influenced their perceptions.

3.4.2 Questionnaire Data Analysis

The data from the questionnaire were analyzed using mean scores and percentages to capture students' perceptions of using Google applications in English language learning. After collecting the raw data from Google Forms, each item on the questionnaire, which used a Likert scale, was analyzed to determine students' levels of agreement or disagreement with several statements about Google applications.

Descriptive statistics were calculated to summarize students' responses, specifically the mean score for each questionnaire item. The mean score provided a clear picture of the overall perception, showing the central tendency of reactions to each statement. Higher mean scores indicated more substantial agreement, while lower scores indicated more vigorous disagreement.

This descriptive-only approach allowed the researcher to interpret general student attitude trends without investigating group differences. The mean scores helped understand the general sentiment of the entire student population toward using Google applications for English language learning.

Categories were assigned based on score ranges to interpret the mean scores effectively. These categories helped classify students' perceptions, making it easier to understand their overall sentiment. The ranges were as follows:

Table 1. Categories and Ranges

	Interval		Scale	
Category	Positive	Negative	Positive	Negative
Very Positive	31-35	7-12	4.21 - 5.00	1.00 - 1.80
Positive	25-30	13-18	3.41 – 4.20	1.81 - 2.60
Neutral	19-24	19-24	2.61 - 3.40	2.61 - 3.40
Negative	13-18	25-30	1.81 - 2.60	3.41 – 4.20
Very Negative	7-12	51-35	1.00 - 1.80	4.21 - 5.00

The table categorized students' perceptions of using Google applications into five levels: Very Positive, Positive, Neutral, Negative, and Very Negative. Each category was defined by two metrics: score intervals and corresponding scale ranges, divided into positive and negative dimensions. The "Very Positive" category represented students with highly favorable perceptions, reflected in a positive score interval of 31–35 (4.21–5.00) and a negative interval of 7–12 (1.00–1.80), indicating minimal dissatisfaction (Davis, 1989; Cohen, Manion, & Morrison, 2018). The "Positive" category included students with generally favorable views, shown in a positive interval of 25–30 (3.41–4.20) and minor

dissatisfaction in the negative interval of 13–18 (1.81–2.60) (Trochim & Donnelly, 2006). Neutral perceptions were balanced, with score intervals and scales of 19–24 (2.61–3.40) for positive and negative dimensions, indicating mixed or indifferent opinions. In the "Negative" category, students exhibited limited satisfaction with a positive interval of 13–18 (1.81–2.60) and notable dissatisfaction with a negative interval of 25–30 (3.41–4.20). Finally, the "Very Negative" category represented students with highly unfavorable perceptions, reflected in a positive interval of 7–12 (1.00–1.80) and significant dissatisfaction in the negative interval of 31–35 (4.21–5.00). This table provided a clear framework for understanding and interpreting students' perceptions, highlighting the balance between positive and negative experiences and offering insights into their satisfaction or dissatisfaction with Google applications (Likert, 1932; Allen & Seaman, 2007).

3.5 Data Triangulation

To ensure the validity and reliability of the data obtained, the researcher applied data triangulation techniques. This triangulation combined questionnaire data and qualitative data from interviews to confirm the findings. The researcher compared and verified analysis results using these two data types, increasing confidence in the research findings.

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CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This section presents the findings based on the data analysis results and discusses them by referring to existing theories and previous studies.

4.1 Research Findings

This section presents the results of the data analysis regarding (1) the teacher's application of Google applications in teaching English, (2) students' overall perceptions of the effectiveness of Google applications, and (3) the differences in perceptions between male and female students regarding the use of Google applications in learning English.

4.1.1 The Steps the Teacher Applied Google Applications

The research findings indicated that using Google applications in English learning at SMAN 6 Poco Ranaka was one of the teacher's efforts to utilize technology to improve the quality of teaching. The teacher integrated several features offered by applications such as Google Classroom, Google Docs, Google Forms, and Google Drive into daily learning activities. The following thematic analysis categorized six steps in applying Google applications: planning and preparing, setting up Google Classroom, facilitating collaboration with Google Docs, giving assessments and feedback using Google Forms, organizing and sharing resources with Google Drive, and giving ongoing support and evaluation.

4.1.1.1 Planning and Making Preparation

The results of the data analysis showed that the login process played a significant role in improving the overall learning experience. By ensuring that the students accessed their learning accounts seamlessly, the teacher minimized technical delays and created a smooth start to the lesson. This preparation allowed students to engage immediately with the lesson materials, participate in collaborative tasks, and submit assignments without interruptions. The login process instance is displayed in the following excerpts.

Excerpt 1:

> *Before starting the meeting, the teacher ensures that students have logged into their learning accounts on their Chromebooks, which were shared in advance. This step helps minimize technical delays, ensuring all students are prepared and ready to engage with the lesson materials, participate in collaborative tasks, and submit assignments seamlessly*. (Teacher; App 2a, No A1)

By prioritizing account accessibility at the beginning of the lesson, the teacher reduced potential barriers and focused on the lesson objectives. This preparation ensured that students could utilize applications like Google Classroom, Google Docs, or Google Meet without delay. It also helped prevent wasted class time that could arise from login issues or unfamiliarity with the platform.

The following data analysis results indicated that the teacher used Google applications to achieve lesson objectives. The teacher prioritized simplicity and ensured the applications directly supported the learning goals. The following excerpts display the teacher's decision-making based on simplicity and alignment with learning goals.

Excerpt 2:

> *I decide which application to use based on the planned learning materials or activities. If the goal is to facilitate group projects, Google Docs works well; if it is about managing resources and deadlines, Google Classroom is the best fit. This way, the applications align with the content and teaching goals, ensuring both effectiveness and ease for students.* (Teacher; App 2a, No A2)

To ensure that students used these applications effectively, the teacher provided clear and concise tutorials or brief instructions, helping the students navigate the applications without feeling overwhelmed. Here is what the teacher said.

Excerpt 3:

> *I provide a basic overview of the applications I plan to use but do not delve into excessive detail. This approach helps prevent students from*

being overwhelmed with too much technical information. (Teacher; App 2a, No A3)

In conclusion, the Planning and Preparation phase focused on aligning technology with lesson goals while maintaining simplicity to ensure effective engagement between the teacher and students.

4.1.1.2 Setting Up Google Classroom

Based on the data analysis's results, four key themes emerged, highlighting how the teacher strategically used Google Classroom to support their instructional goals and student engagement. These themes included creating the class**,** inviting students**,** organizing course content, and managing assignments.

- **Creating the Class**

The data analysis revealed that the teacher efficiently created virtual learning spaces by creating new classes in Google Classroom**.** Each class included all essential details, such as the class name**,** section**,** and subject, which ensured students' clarity and ease of navigation. This foundational step established a structured environment where the teacher and students could operate seamlessly.

Excerpt 1:

I create a new class in Google Classroom with all the necessary details, such as class name, section, and subject. This ensures that the class is organized and easy to manage. (Teacher; App 2a, No B1)

As additional information, the analysis showed that the teacher ensured the virtual learning environment was well-organized by incorporating all essential class details. This practice facilitated a smooth start for students and created a structured framework for learning activities.

Excerpt 2:

Based on our study, I organize my content systematically by units or topics. I upload *assignments, materials, and links to additional resources, such as videos or articles, so students can easily access everything they need.* (Teacher; App 2a, No B1)

This step clarified students and minimized confusion, allowing them to access learning materials easily. The teacher organized content into logical sections and **e**nsured a user-friendly experience for lesson delivery and student engagement.

- **Inviting Students**

The data confirmed that the teacher prioritized ensuring smooth student access by inviting them to join the class through a class code or email invitations. This step was critical in minimizing technical delays and ensuring all students were onboarded efficiently.

Excerpt 1:

> *Students are invited to join the class via a class code or email invitations, ensuring smooth access to the virtual environment. By proactively managing the enrolment process, the teacher creates an inclusive and accessible virtual classroom where students can start learning without unnecessary disruptions.* (Teacher; App 2a, No B1)

This step guaranteed that all students could interact with the learning platform immediately, showing the teacher's dedication to efficiency and inclusivity. It emphasized how crucial it was to prepare ahead in virtual learning settings to remove obstacles and boost student engagement.

- **Organizing Course Content**

The teacher emphasized a simple and structured approach to organizing materials in Google Classroom. They uploaded resources like lecture slides, PDFs, videos, worksheets, and quizzes to support student learning. The focus on simplicity ensured that students could quickly locate what they needed to complete assignments and review lesson materials. The teacher stated:

Excerpt 1:

> *I keep things simple... I upload a mix of lecture slides, PDFs, and sometimes* videos*. I also post assignments, worksheets, and quizzes, but nothing fancy. I just ensure it is organized and easy for students to find what they need*. (Teacher; App 2a, No B2)

This straightforward strategy eliminated confusion, making it easier for students to stay organized and engaged with the course content.

- **Managing Assignments**

The data analysis showed that the teacher carefully structured assignments and quizzes with clear instructions and deadlines, providing students with a clear understanding of expectations. By utilizing Google Forms for quizzes, the teacher automated grading and offered immediate feedback, streamlining the assessment process for students and the teacher. The managing assignments instance is displayed in the following excerpts.

Excerpt 1:

> *The teacher designed assignments and quizzes with clear instructions and deadlines, using Google Forms for automatic grading.* (Teacher; App 2a, No B3)

This step enhanced efficiency and ensured students remained on track with their learning tasks, fostering accountability and timely work submission. The automated grading feature also reduced the teacher's workload while maintaining a consistent student feedback loop.

4.1.1.3 Facilitating Collaboration with Google Docs

The data analysis revealed that the teacher effectively used Google Docs to create and share documents. By providing shared access for editing, commenting, or viewing, the teacher allowed students to collaborate seamlessly on group tasks.

The teacher utilized Google Docs to provide students with shared access, allowing them to edit and contribute directly to group tasks. The data confirmed these excerpts.

Excerpt 1:

> *The* teacher *shares documents with students, giving views, comments, or editing permissions as needed*. (Teacher; App 2a, No C1)

During the discussion, the teacher elaborated on their rationale:

Excerpt 2:

> *I create shared Google Docs for group work, where students can collaborate on writing assignments or projects. When working in groups, I typically give students editing access, allowing them to contribute directly to the document.* (Teacher; App 2a, No C2)

This step ensured flexibility in permissions and empowered students to engage with the content actively, fostering teamwork and accountability.

4.1.1.4 Giving Assessment and Feedback Using Google Forms

The data analysis highlighted the effective use of Google Forms for giving assessments and providing feedback. The teacher leveraged this tool to streamline the evaluation process, save time, and deliver immediate feedback to students, enhancing their learning experience. The theme revolved around creating assessments, providing immediate feedback, and analyzing results for improvement.

- **Creating Assessments**

The teacher utilized Google Forms to design quizzes and assignments, focusing on simplicity, clarity, and ease of use. By leveraging this platform, they ensured that assessments were straightforward for students to understand and complete, avoiding unnecessary complexities. This approach ensured that assessments were efficient and accessible while minimizing student difficulties. The teacher emphasized this point, stating:

Excerpt 1:

> *I use Google Forms mainly for quizzes because it is quick and easy. I set it up with automatic grading, so it saves me time. For assignments, I just make sure they are clear and straightforward*. (Teacher; App 2a, No E1)

- **Providing Immediate Feedback**

A key advantage of Google Forms was the automatic grading feature, which allowed the teacher to provide immediate feedback. This helped reinforce learning and offered students quick insights into their performance. This timely feedback system supported students' understanding and allowed the teacher to adjust lessons based on the results. As one teacher noted:

Excerpt 1:

> *The platform's automatic grading feature saves me much time and provides students with immediate feedback, which I find incredibly helpful for reinforcing their learning.* (Teacher; App 2a, No E1)

- **Analyzing Results for Improvement**

The teacher also used Google Forms to gather and analyze student responses, enabling them to identify areas for improvement. By analyzing the data, the teacher adjusted their instructional strategies to meet the needs of their students better. One teacher shared:

Excerpt 2:

> *After collecting responses, I review the data in Google Sheets, which allows me to identify patterns and pinpoint areas where students might struggle quickly.* (Teacher; App 2a, No B3)

The findings demonstrated that the teacher effectively used Google Forms to create assessments, provide immediate feedback, and analyze results. This step enhanced teaching efficiency and students' learning outcomes, ensuring a targeted and streamlined evaluation process.

4.1.1.5 Organizing and Sharing Resources with Google Drive

The data analysis highlighted the effective use of Google Drive to organize and share teaching resources. The teacher utilized this platform to provide students with easy access to materials, ensuring a structured and efficient learning experience while emphasizing the importance of organizing and sharing resources efficiently**.**

- **Organizing Resources**

The teacher organized their resources systematically in Google Drive by creating well-structured folders based on topics, units, or lesson plans. This method ensured clarity and helped students quickly locate the materials they needed. One educator clarified**:**

Excerpt 1:

> *I organize my teaching resources into well-structured folders based on topics or units, which helps maintain a clear and systematic approach to sharing materials. Each folder contains everything students need for a specific topic, such as lecture notes, presentations, assignments, supplementary readings, and multimedia resources like videos or audio files.* (Teacher; App 2a, No F1)

- **Sharing Resources Efficiently**

Google Drive also simplified the sharing of resources with students, ensuring accessibility across multiple devices. The teacher ensured that the permissions were set correctly to avoid technical issues, as one teacher shared:

Excerpt 1:

> *Before sharing resources with my students, I always double-check that the permissions are set* correctly *to avoid access issues. I ensure students can open the materials without technical difficulties using universally* compatible *formats, such as PDFs for read-only files or Google Docs for editable content.* (Teacher; App 2a, No F2)

This careful preparation helped prevent disruptions and ensured a seamless learning experience for all students. The teacher eliminated potential technical barriers that could have hindered student access by double-checking permissions and using universally compatible formats. As a result, students could focus on the learning materials without frustration, creating a more productive and efficient learning environment.

4.1.1.6 Giving Ongoing Support and Evaluation

The data analysis showed the importance of ongoing support and evaluation in ensuring that students can effectively use digital applications, such as Google applications, and providing opportunities for continuous improvement in teaching practices. These themes encompass delivering, providing constant support, and collecting feedback for improvement.

- **Providing Continuous Support**

Based on the data analysis, the teacher prioritized assisting students with technical difficulties to minimize disruptions and maintain a smooth learning process. The teacher helped students navigate challenges with digital applications by offering quick and precise support. One teacher explained:

Excerpt 1:

> *I prioritize assisting students with any technical difficulties they encounter when using Google applications, whether logging into their accounts, accessing* materials*, or* navigating *specific features. I ensure I can help during class or through follow-up support so students can continue their work without prolonged interruptions* . (Teacher; App 2a, No G1)

This proactive step ensured that students received timely support when encountering technical challenges, helping them overcome obstacles without significant disruptions to their learning. By addressing issues promptly, the teacher resolved immediate concerns and equipped students with the skills and confidence to manage similar technical problems independently. This empowerment reduced reliance on the teacher for minor issues, fostering students' sense of responsibility and self-sufficiency. As a result, the learning process became more productive and uninterrupted, allowing the teacher and students to focus on achieving their educational goals effectively.

- **Collecting Feedback for Improvement**

The teacher also gathered students' feedback to evaluate the effectiveness of their applications and teaching strategies. This feedback helped the teacher

identify areas for improvement and adapt their methods to meet student needs better. A teacher **s**hared**:**

Excerpt 1:

> *I actively gather student feedback about their experiences with Google applications to improve my teaching practices and ensure they are effective. I use Google Forms to create quick surveys where students can share their thoughts, highlight difficulties, and suggest improvements* . (Teacher; App 2a, No G2)

By analyzing student feedback, the teacher identified specific challenges and areas for improvement in their teaching methods. This process allowed them to make minor, practical adjustments to their lessons that addressed these concerns without disrupting the overall flow of the class. Such targeted changes ensured that the learning experience became more functional and tailored to student needs. The teacher created a more supportive and engaging environment by continuously refining their approaches based on feedback, fostering better student understanding and participation.

4.1.2 The Students' Overall Perceptions of Google Applications

The tables below summarize the questionnaire results that assessed students' perceptions of Google applications. The questionnaire aimed to explore various aspects of how students interacted with and evaluated the applications provided by Google, particularly regarding their effectiveness in supporting learning, collaboration, and daily productivity. The table was divided into seven key questionnaire topics, each focusing on different dimensions of student experience with *Google applications*. These included the ease of use of the applications, user-friendliness, the ability to learn how to use the applications, motivation to learn English, support for independent learning, improvement in learning English abilities, and increased involvement in the learning process.

Table 1. The Students' Perceptions of Google Applications

No	Statement	Answer Options	Answer Options (Percentage %)	Mean score	Percentage	Category
1	I find Google applications easy to use when learning English.	Strongly Agree	20.6%	4.14	82.86%	Positive
		Agree	77.2%			
		Neutral	2.%			
		Disagree	0%			
		Strongly Disagree	0%			
2	I find Google applications very user-friendly, making it easier for me to learn.	Strongly Agree	24.3%	4.11	82.29%	Positive
		Agree	69.4%			
		Neutral	6.3%			
		Disagree	0%			
		Strongly Disagree	0%			
3	I have trouble learning how to use Google applications.	Strongly Agree	0%	4.91	81.71%	Very Negative
		Agree	0%			
		Neutral	0%			
		Disagree	89.5%			
		Strongly Disagree	10.5%			
4	Using Google applications has motivated me to learn English.	Strongly Agree	37.4%	4.14	84.00%	Positive
		Agree	57.1%			
		Neutral	4.1%			
		Disagree	1.4%			
		Strongly Disagree	0%			
5	Google applications help me to learn independently without always having to be guided by a teacher.	Strongly Agree	8.0%	3.57	69.71%	Positive
		Agree	83.2%			
		Neutral	0%			
		Disagree	6.4%			
		Strongly Disagree	2%			
6	I feel that using Google applications improves my ability to learn English.	Strongly Agree	11.4%	3.77	75.43%	Positive
		Agree	60%			
		Neutral	22.9%			
		Disagree	5.7%			
		Strongly Disagree	0%			
7	Using Google applications does not make me more involved in the English learning process in class.	Strongly Agree	0%	4.77	95.43%	Very Negative
		Agree	0%			
		Neutral	0%			
		Disagree	19.2%			
		Strongly Disagree	80.8%			
-	**Overall Average**			**4.20**	**82.1%**	**Positive**

The table summarized students' overall perceptions of using Google applications to learn English, showcasing predominantly positive trends alongside some areas of concern. Most students found Google applications easy to use, with a mean score of 4.20 and a positive percentage of 82.1%, categorized as "Positive." Similarly, students perceived these applications as user-friendly, achieving a mean score of 4.11 with a positive perception percentage of 82.29%, also categorized as "Positive." These results suggested that students widely viewed Google applications as accessible applications that facilitate their English learning experience.

Furthermore, 84.00% of students indicated they felt more motivated when using Google applications, with a high mean score of 4.20, categorized as "Positive." This finding reinforced the idea that these applications enhanced engagement and enthusiasm for learning. Additionally, students reported minimal difficulty learning to use Google applications, as reflected by a mean score of 4.09 and a "Negative" perception percentage of 81.71%, categorized as "Negative." This highlighted that the applications were straightforward to navigate for most users.

On the other hand, the statement "Using Google applications does not make me more involved in the English learning process in class" received a "Very Negative" perception, with a percentage of 95.43% and a mean score of 4.77. This was supported by a high level of disagreement among students, indicating they felt highly engaged when using Google applications for class activities. Another notable finding related to independent learning was that 69.71% of students agreed that Google applications helped them learn independently, with a mean score of 3.57 ("Positive").

Overall, students demonstrated overwhelmingly positive perceptions of Google applications in their English learning journey, as evidenced by an average mean score of 4.11 and a positive percentage of 82.1%, categorized as "Positive." The applications were widely seen as easy to use, highly motivating, and effective in fostering independent learning. Students consistently disagreed with negative

statements about Google applications, reaffirming their confidence in the applications' user-friendliness and relevance. The overwhelmingly positive feedback emphasized that Google applications significantly enhanced students' engagement, motivation, and ability to learn English effectively. This analysis provided valuable insights into students' experiences, showing how digital applications like Google applications contributed positively to language acquisition and engagement in the learning process.

The participants' perceptions of using Google applications to learn English. Each item was analyzed to uncover specific aspects of how these applications were perceived in terms of ease of use, user-friendliness, motivation, and self-directed learning. Additionally, challenges such as difficulties in usage and limited classroom involvement were explored—the analysis aimed to offer a balanced view of the strengths and weaknesses identified in participants' responses. By delving into each item, this discussion sought to provide deeper insights into the effectiveness and areas for improvement of Google applications in an educational context.

Table 2. Ease of Use of the Applications

No Item	Criteria	Score	Frequency	Total Score	Percentage
1	Strongly Agree	5	6	30	
	Agree	4	28	112	
	Neutral	3	1	3	
	Disagree	2	0	0	
	Strongly Disagree	1	0	0	
	Score		35	145	
	Maximum Score			175	
	Percentage				82.86 %
	Mean Score				4.14
	Category				Positive

The data in Table 2 highlighted students' perceptions of the ease of use of Google applications based on their responses to the questionnaire. The table categorized responses into five levels: Strongly Agree, Agree, Neutral, Disagree,

and Strongly Disagree, reflecting varying satisfaction levels. The mean score of 4.14, calculated from the total score of 145 and the maximum score of 175, placed students' perceptions in the "Positive" category. This mean score indicated that, on average, most students found the applications intuitive and easy to use.

The responses revealed that "Agree" was the most frequently chosen category, with 28 responses, followed by "Strongly Agree," with six responses. Only one respondent selected "Neutral," and no respondents chose "Disagree" or "Strongly Disagree," showing a strong overall agreement about the ease of use of the applications. The percentage score of 82.86% further supported the positive perception but was used as supplementary data. This high percentage aligned with the positive mean score, reinforcing the consensus that students found the applications easy to use.

This data underscored the applications' effectiveness in providing a seamless and accessible user experience. These results indicated that students found Google applications easy to use, with most responses demonstrating intense satisfaction. The minimal number of neutral reactions and absence of negative feedback further underscored the applications' perceived effortlessness and effectiveness in supporting students' learning and productivity.

Table 3. User-Friendliness

No Item	Criteria	Score	Frequency	Total Score	Percentage
2	Strongly Agree	5	7	35	
	Agree	4	25	100	
	Neutral	3	3	9	
	Disagree	2	0	0	
	Strongly Disagree	1	0	0	
	Score			144	
	Maximum Score			175	
	Percentage				82.29%
	Mean Score				4.11
	Category				Positive

Table 3 analyzed students' perceptions of the user-friendliness of Google applications based on their responses to a structured questionnaire. The responses were categorized into five criteria: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, with scores ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Most students responded positively, with seven selecting Strongly Agree, which contributed 35 points, and 25 choosing Agree, which added 100 points. Only three students selected Neutral, contributing 9 points, while no students selected Disagree or Strongly Disagree.

The total score achieved was 144 out of a maximum possible score of 175, resulting in a percentage of 82.29%, which was categorized as Positive based on the mean score of 4.11. These results indicated that students generally found Google applications to be highly user-friendly. The high frequency of positive responses suggested that the applications were intuitive and easy to navigate, which allowed students to focus more on learning rather than struggling with technical issues. The minimal Neutral reactions and the absence of negative feedback further emphasized the consensus that Google applications met students' needs effectively and provided a seamless user experience.

Table 4. Difficulties in Usage of the Applications

No Item	Criteria	Score	Frequency	Total Score	Percentage
3	Strongly Agree	1	0	0	
	Agree	2	0	0	
	Neutral	3	0	0	
	Disagree	4	32	128	
	Strongly Disagree	5	3	15	
	Score			143	
	Maximum Score		35	175	
	Percentage				81.71%
	Mean Score				4.09
	Category				Negative

Table 4 analyzed the difficulties students experienced in using Google applications based on their responses to a structured questionnaire. The mean score of 4.09, calculated from a total score of 143 out of a maximum possible score of 175, placed students' perceptions in the "Negative" category. This mean score indicated that students, on average, disagreed with the negative statement, demonstrating their confidence in their ability to use the applications effectively.

Most responses fell into the "Disagree" category, with a frequency of 32, contributing 128 points to the total score. Additionally, three respondents selected "Strongly Disagree," adding 15 points. There were no responses in the positive categories ("Strongly Agree" or "Agree") or the neutral category, further emphasizing that students largely rejected the notion of facing difficulties in using Google applications.

This result indicated that students strongly disagreed with the negative statement, affirming their confidence in their ability to learn how to use Google applications. With high criteria, Disagree and Strongly Disagree suggested that most students were confident in their adaptability and ability to navigate these applications. The conclusion was that students overwhelmingly rejected the notion that they struggled to learn how to use the applications, highlighting their strong confidence and positive experiences in this area.

Table 5. Motivation to Learn English

No Item	Criteria	Score	Frequency	Total Score	Percentage
4	Strongly Agree	5	11	55	
	Agree	4	21	84	
	Neutral	3	2	6	
	Disagree	2	1	2	
	Strongly Disagree	1	0	0	
	Score			147	
	Maximum Score		35	175	
	Percentage				84%
	Mean Score				4.20
	Category				Positive

Table 5 analyzes students' motivation to learn English based on their responses to a structured questionnaire. The mean score of 4.20, calculated from 147 out of a maximum possible score of 175, places students' motivation in the "Positive" category. This score indicates that students, on average, were highly motivated to learn English.

The majority of responses fell into the "Strongly Agree" and "Agree" categories, with 11 selecting "Strongly Agree" (55 points) and 21 choosing "Agree" (84 points). A small number of students chose "Neutral" (2 responses, contributing 6 points), while only one student chose "Disagree" (2 points). No students selected "Strongly Disagree," which highlighted minimal dissatisfaction.

As the primary indicator, the mean score of 4.20 strongly reflected the students' enthusiasm and positive attitude toward learning English. The predominance of responses in the Strongly Agree and Agree categories suggested that students found English learning engaging and valuable for improving their language skills. The minimal responses in the Neutral and Disagree categories and the absence of Strongly Disagree responses further emphasized a strong consensus on their motivation.

These results highlighted that the learning environment and the applications or methods effectively fostered motivation. The high mean score demonstrated that students were highly driven and enthusiastic about learning English, showcasing their positive outlook on their language learning experience.

Table 6. Support for Independent Learning

No Item	Criteria	Score	Frequency	Total Score	Percentage
5	Strongly Agree	5	2	10	
	Agree	4	26	104	
	Neutral	3	0	0	
	Disagree	2	4	8	
	Strongly Disagree	1	3	3	
	Score			125	
	Maximum Score		35	175	

Percentage	69.71%
Mean Score	3.57
Category	Positive

Table 6 analyzes students' perceptions of Google applications supporting independent learning based on their responses to a structured questionnaire. The mean score of 3.57, calculated from a total score of 125 out of a maximum possible score of 175, places the results in the "Positive" category. This score indicates that students, on average, felt that the applications supported their independent learning efforts.

The majority of responses fell into the "Agree" category, with 26 students selecting "Agree" (104 points), while two students chose "Strongly Agree" (10 points). A smaller number of students selected "Disagree" (4 responses, contributing 8 points), and three students selected "Strongly Disagree" (3 points). Notably, no students selected "Neutral."

As the primary indicator, the mean score of 3.57 reflected that those students generally viewed Google applications as supportive of their independent learning efforts. The high frequency of responses in the Agree category suggested that the applications were perceived as beneficial for fostering autonomy in learning. However, the reactions in the Disagree and Strongly Disagree categories highlighted that a small portion of students faced challenges or did not fully perceive the applications as supportive of independent learning.

Table 7. Improvement in Learning English Abilities

No Item	Criteria	Score	**Frequency**	Total Score	Percentage
6	Strongly Agree	5	4	20	
	Agree	4	21	84	
	Neutral	3	8	24	
	Disagree	2	2	4	
	Strongly Disagree	1	0	0	
	Score		35	132	
	Maximum Score			175	

Percentage	75.43 %
Mean Score	3.77
Category	Positive

The results showed that four students selected “Strongly Agree,” contributing 20 points, while the majority of 21 students chose “Agree,” adding 84 points. Additionally, eight students selected “Neutral,” contributing 24 points, and two chose “Disagree,” contributing 4 points. There were no responses in the “Strongly Disagree” category.

The total score was 132 out of 175, resulting in a mean score of 3.77, which placed the overall result in the “Positive” category. The percentage score of 75.43% further supported the positive perception, indicating that students generally viewed using Google applications as effective in helping their learning process. These results suggest that students found Google applications moderately effective in supporting their learning, while the presence of some neutral and disagreeing responses indicates areas for potential improvement. To address the concerns of students who responded with “Neutral” or “Disagree,” the teacher provided step-by-step tutorials and training sessions to help students better understand how to use Google applications effectively. Feedback was gathered through surveys and discussions to identify specific challenges, such as technical difficulties or a lack of relevance to their learning needs. Additional support systems, such as a helpdesk, were established to offer timely assistance and reduce frustration.

Table 8. Limited Classroom Involvement

No Item	Criteria	Score	Frequency	Total Score	Percentage
7	Strongly Agree	1	0	0	
	Agree	2	0	0	
	Neutral	3	0	0	
	Disagree	4	8	32	
	Strongly Disagree	5	27	135	
	Score		35	167	
	Maximum Score			175	

Percentage	95.43%
Mean Score	4.77
Category	Very Negative

Table 8 assessed students' perceptions of their involvement in the learning process based on a negative statement in the questionnaire. The responses were categorized into five criteria: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, with scores ranging from 1 (Strongly Agree) to 5 (Strongly Disagree). A higher score indicated disagreement with the negative statement, reflecting a positive perception of their involvement.

The results showed that no students selected Strongly Agree, Agree, or Neutral, contributing no points to these categories. Eight students selected "Disagree," contributing 32 points, while the majority, 27 students, selected "Strongly Disagree," contributing 135 points. The total score was 167 out of 175, resulting in a mean score of 4.77, categorized as "Very Negative" (indicating strong disagreement with the negative statement).

This outcome indicated that most students had firmly rejected the negative statement, affirming their high level of involvement in learning. The absence of responses in the Strongly Agree, Agree, and Neutral categories further emphasized the strong disagreement with the negative assertion. The high frequency of Strongly Disagree responses highlighted the students' positive perception of their engagement and participation in learning activities. This suggested that the learning environment and applications, such as Google, had effectively supported and fostered student involvement.

4.1.3 Male and Female Students' Perceptions Differ Toward Using Google Applications in Learning English

Understanding male and female students' perceptions of Google applications in English learning is crucial because their differing learning preferences and challenges can influence how effectively these applications are utilized in the classroom. Since Google applications are widely integrated into

educational settings, their success depends on how students perceive and engage with them. Positive perceptions can lead to greater adoption and improved learning outcomes, while identifying negative perceptions helps uncover barriers that may hinder their practical use. By exploring these perspectives, the research aims to provide valuable insights for creating more inclusive and effective learning strategies, ensuring that all students benefit equally from the available technological resources.

The table below presents a detailed analysis of male and female students' perceptions of using Google applications to learn English. The results explore potential differences in how these two groups perceive the effectiveness and impact of Google applications in their English language learning process.

Table 9. Comparison of Perception of Google Application by Gender

No	Statement	Mean		Percentage		Category	
		Male	Female	Male	Female	Male	Female
1	I find Google applications easy to use when learning English.	4.00	4.20	80%	85%	Positive	Positive
2	I find Google applications very user-friendly, making it easier for me to learn.	3.90	4.20	79%	85%	Positive	Positive
3	I have trouble learning how to use Google applications.	4.50	4.90	97%	99%	Very Negative	Very Negative
4	Using Google applications makes me more motivated to learn English.	4.10	4.20	81%	84%	Positive	Positive
5	Google applications help me to learn independently without always having to be guided by a teacher.	3.20	3.90	64%	79%	Neutral	Positive
6	I feel that using Google applications improves my ability to learn English.	3.47	4.00	69.33%	80%	Positive	Positive
7	Using Google applications does not make me more involved in the English learning process in class.	4.70	4..80	95%	96%	Very Negative	Very Negative
	Overall Average	**3.98**	**4.31**	**80.76%**	**86.86%**	**Positive**	**Very Positive**

The analysis revealed that male and female students had positive perceptions of using Google applications to learn English, as reflected in their overall average mean scores. Female students achieved an overall average mean score of 4.31 (Very Positive), while male students scored slightly lower at 3.98 (Positive).

This comparison indicated that while both genders had found Google applications beneficial, female students had demonstrated a stronger positive perception of the applications. The higher average scores for female students suggested they had experienced greater ease of use (Mean = 4.20, Positive), user-friendliness (Mean = 4.20, Positive), and effectiveness in improving learning ability (Mean = 4.00, Positive) and promoting independent learning (Mean = 3.90, Positive).

In contrast, the slightly lower average scores for male students, such as 3.90 (Positive) for user-friendliness and 3.47 (Positive) for improving English ability, indicated that while they had a positive perception, there were areas where they had found the applications less intuitive or engaging. Male students also reported a mean score of 3.20 (Neutral) for independent learning, suggesting mixed perceptions about the applications' role in fostering autonomy.

For the negative statements, both male and female students strongly disagreed with the notion that they had trouble using Google applications (Mean = 4.50 for males and 4.90 for females, Very Negative) or that the applications did not enhance classroom involvement (Mean = 4.70 for males and 4.80 for females, Very Negative). These high scores indicated that students from both groups had rejected these negative statements, affirming their confidence in using the applications and recognizing their contribution to classroom engagement.

Overall, the mean score of 4.31 for females (Very Positive) and 3.98 for males (Positive) underscored the effectiveness of Google applications in fostering motivation, independent learning, and classroom engagement. However, male students' slightly lower mean scores highlighted the need to address specific gaps by providing additional training or support to enhance their experience. Ensuring

a more inclusive and equitable learning process for all students was essential. The findings further emphasized the overall effectiveness of Google applications, with a slightly more significant impact observed among female students, who had reported higher scores across most categories.

The analysis of male and female students' perceptions revealed noticeable differences in their experiences with Google applications for learning English. The data showed that female students had generally perceived Google applications more favorably than male students, as reflected in their higher percentages and more positive categories across all statements. The following explanations provide a detailed breakdown of each statement, highlighting the specific areas where these differences were observed.

- **Ease of Use**

Female students scored an average of 4.20 (Positive), while male students scored 4.00 (Positive), indicating that both genders found Google applications easy to use when learning English. However, the slightly higher score among female students suggested they perceived the applications as more accessible and user-friendly. This difference may reflect a more positive experience among female students with features such as navigation, collaboration applications, and the overall functionality of Google applications.

The slightly lower score for male students still indicated a positive perception but highlighted areas where they might have found the applications less intuitive or beneficial than their female counterparts. This gap in the mean scores could suggest differences in familiarity with digital applications, individual learning preferences, or comfort with using technology in educational contexts. Male students may have experienced more challenges adapting to the applications, which could have influenced their overall perception.

To bridge this gap, the teacher could implement strategies such as targeted training sessions or interactive tutorials tailored to address any challenges male students might have faced. Personalized support would help ensure that all students, regardless of gender, have an equally positive experience with Google

applications. Such efforts could foster a more inclusive and equitable learning environment, enhancing both male and female students' engagement and satisfaction with the application.

- **User-Friendliness**

The findings revealed that female students perceived Google applications as more user-friendly than male students. Female students gave an average score of 4.2 (Positive Category), indicating a strong positive perception of the applications. They found these applications effective in simplifying their learning processes and enhancing engagement, productivity, collaboration, and task management. In contrast, male students gave a slightly lower average score of 3.9 (Positive category), reflecting a positive but less enthusiastic view. This difference suggested that male students might have faced more challenges adapting to the features, potentially due to less familiarity with digital platforms or a preference for traditional learning methods.

Overall, the data highlighted the importance of addressing varying comfort levels with technology. Female students appeared to benefit more readily from the applications, while male students might have required additional support to adapt and engage fully. Recommendations included providing step-by-step tutorials, hands-on training, and fostering a supportive digital learning environment. These strategies could ensure that all students, regardless of their initial comfort with technology, have equal opportunities to leverage the applications effectively. By addressing these gaps, educators could promote a more inclusive learning experience, maximizing the potential of Google applications for all learners.

- **Difficulties in the Usage of the Applications**

The statement "I had trouble learning how to use Google applications" was evaluated using a negative statement, meaning a higher score indicated more vigorous disagreement with the statement, which translated to fewer problems in learning how to use the applications. Female students had given an average score of 4.9 (99%), categorized as "Very Negative," while male students had scored 4.5

(97%), also in the “Very Negative” category. Since this was a negative statement, these high scores reflected that both groups had primarily disagreed with it, implying they did not have significant problems learning to use Google applications.

When comparing the results, female students’ slightly higher score of 4.9 suggested they had found it even easier to learn how to use the applications than male students, who had scored 4.5. Both genders had indicated strong confidence in their ability to use the applications effectively, with female students demonstrating marginally greater ease of adaptation. This suggested that Google applications were generally user-friendly, with minimal learning barriers for both groups. The data highlighted the overall accessibility of these applications. At the same time, the slight difference between male and female scores might have pointed to variations in prior experience or individual preferences in using technology.

- **Motivation to Learn English**

The statement “Using Google applications makes me more motivated to learn English” received very positive responses from both male and female students, reflecting a shared appreciation for the motivational benefits of these applications in language learning. Female students had provided an average score of 4.2 (84%), categorized as “Positive,” while male students had reported a slightly lower average score of 4.1 (81%), also in the “Positive” category. These scores indicated that Google applications had effectively enhanced students’ motivation to learn English across genders.

When comparing the results, female students reported a slightly higher level of motivation, suggesting that they might have found Google applications more engaging or aligned with their learning styles. This could have been attributed to interactive features such as collaborative applications, accessibility, and customizable resources that supported their language learning journey. Male students, while similarly motivated, had scored marginally lower, which might have indicated a lesser degree of reliance on or engagement with these

applications for English learning. Overall, the findings highlighted the effectiveness of Google applications in promoting English learning motivation for both genders, with a slightly more substantial impact observed among female students.

- **Independent Learning**

The statement "Google applications help me to learn independently without always having to be guided by a teacher" received positive responses from male and female students. However, the extent of their agreement varied. Female students had given an average score of 3.9 (79%), categorized as "Positive," while male students had provided a lower average score of 3.2 (64%), also in the "Neutral" category. These scores suggested that both groups had found Google applications beneficial for promoting independent learning, though female students had reported a stronger perception of their effectiveness.

The higher scores of female students indicated they might have felt more confident using Google applications to explore and learn autonomously. Features such as Google Docs, Google Classroom, and other collaborative applications might have aligned better with their preferred learning styles, enabling them to manage tasks and seek information independently. Male students with a lower score still found the applications helpful but might have felt they required additional guidance or support when using these applications. This difference might have stemmed from varying levels of familiarity with digital applications or different approaches to self-directed learning. The results highlighted the overall value of Google applications in fostering independence while emphasizing the importance of addressing individual needs to enhance their utility for all students.

- **Improving Learning Ability**

The applications improved their ability to learn English, although the level of positivity varied between the two groups. Male respondents reported a mean score of 3.47, corresponding to 69.33% satisfaction, and were categorized as

"Positive." This indicated that most male respondents had agreed on the beneficial impact of Google applications on their English learning, though their perception had been moderate compared to females. While the results had shown a generally favorable outlook, the engagement and enthusiasm among male respondents had appeared less pronounced.

In contrast, female respondents provided a higher mean score of 4.0, equating to 80% satisfaction, categorized as "Positive." This suggested that females had been more convinced of the effectiveness of Google applications in supporting their English learning process. Their more substantial scores reflected higher engagement and agreement on the benefits of using these applications. The overall data highlighted the effectiveness of Google applications for both genders, though females had expressed a stronger positive perception. Addressing potential barriers or enhancing features for male learners could have further improved their experience and satisfaction with these applications.

- **Limited Classroom Involvement**

The statement "Using Google applications does not make me more involved in the English learning process in class" was evaluated using a negative statement, meaning higher scores indicated more significant disagreement, which translated to more involvement in the English learning process. Female students had given an average score of 4.8 (96%), categorized as "Very Negative," while male students had scored slightly lower at 4.7 (95%), also categorized as "Very Negative." Since the statement was negative, these scores indicated that both male and female students had disagreed mainly with it, implying that Google applications had positively contributed to their involvement in the English learning process during class.

When comparing the results, female students reported a slightly higher disagreement with the statement, suggesting they had felt somewhat more engaged in the learning process using Google applications than male students. This could have been due to features like collaborative applications, real-time editing, or interactive resources that had enhanced their participation. While

similarly engaged, male students had a marginally lower score, indicating less involvement or reliance on these applications during class activities. The data highlighted that Google applications had effectively fostered classroom engagement for both genders, with female students perceiving a marginally more significant benefit.

4.2 Discussion of the Findings

This section discusses the findings with the related theories or previous studies. Both of the two findings about (1) the teacher's application of Google applications in teaching English, (2) students' overall perceptions of the effectiveness of Google applications, and (3) the differences in perceptions between male and female students regarding the use of Google applications in learning English are discussed here.

4.2.1 The Teacher's Application of Google Applications in Teaching English

The study findings reveal that the teacher effectively integrates Google applications such as Google Classroom, Google Docs, Google Drive, and Google Forms into English language teaching at SMAN 6 Poco Ranaka. These applications align with structured steps, including planning, preparation, facilitating collaboration, and assessment. This structured approach fosters an organized and interactive learning environment, which promotes student engagement and independence. For instance, Google Classroom was used to distribute materials and manage assignments, while Google Docs supported collaborative writing, and Google Forms enabled streamlined assessments and immediate feedback. However, one step the teacher did not apply was conducting virtual classes using Google Meet. This was due to unreliable internet connections and limited access to appropriate devices among students, which made synchronous online classes challenging to implement effectively. Additionally, using Google Meet was deemed less relevant since students and teachers were already in the exact location and could interact directly without

requiring virtual media. These limitations highlight the infrastructural and logistical barriers that can hinder the full integration of digital applications in educational contexts.

Comparatively, previous research by Alsubaie and Ashuraidah (2017) and Mandasari and Aminatun (2019) supports the effectiveness of Google applications in education, emphasizing features such as collaboration, flexibility, and accessibility. These studies align with the current findings, where students and teachers reported positive experiences with applications that facilitate group work, resource sharing, and real-time feedback. However, this study adds depth by exploring the gender-specific impact of these applications, revealing that female students perceived these applications more favorably in terms of motivation and ease of use than male students. This aligns with findings from Khalil (2018), who noted that female students tend to prioritize collaborative features in educational technology.

Despite the benefits, challenges such as technical difficulties and varying levels of digital literacy among students persist. Previous studies by Sismanto et al. (2024) and Ertmer and Ottenbreit-Leftwich (2010) highlight barriers such as limited internet connectivity and insufficient teacher training. These challenges underline the need for targeted training programs and infrastructure improvements to ensure the equitable use of digital applications across diverse educational settings. By addressing these limitations, educators can maximize the potential of Google applications in enhancing English language teaching and learning.

4.2.2 The Students' Overall Perceptions of The Effectiveness of Google Applications

The findings of this study highlight students' overwhelmingly positive perceptions of the effectiveness of Google applications in supporting English language learning. Most students found the applications easy to use, with a mean score of 4.14 (Positive) and a percentage of 82.86%. Google applications were also deemed highly user-friendly, with a mean score of 4.11 (Positive) and a

percentage of 82.29%, and motivational, with a mean score of 4.20 (Positive) and a percentage of 84%. Applications such as Google Classroom, Google Docs, and Google Forms facilitated independent learning, with a mean score of 3.57 (Positive) and a percentage of 69.71%, enhanced learning abilities, with a mean score of 3.94 (Positive) and a percentage of 78.86%, and increased engagement in class activities, as reflected in a mean score of 4.77 (Very Negative) and a percentage of 95.43% for the negative statement, indicating strong disagreement with the notion of reduced engagement.

These results suggest that students perceived Google applications as practical for fostering engagement, improving productivity, and supporting a structured learning process. The consistently high mean scores across various aspects of learning reaffirm the effectiveness of these applications in enhancing the English language learning experience.

When compared to previous research, this study's findings align with those of Alsubaie and Ashuraidah (2017), who emphasized the collaborative benefits of Google Docs, and Mandasari and Aminatun (2019), who highlighted the organizational advantages of Google Classroom. Like the current study, these researchers found that Google applications effectively supported collaborative learning and task management. Furthermore, studies by Sukmawati and Nensia (2019) confirmed the positive impact of Google Forms in providing immediate feedback and streamlining assessments. However, the detailed exploration of students' perceptions and gender-specific differences sets this study apart. Unlike earlier studies, which primarily focused on technical and functional benefits, this research delves deeper into how students of different genders experience and perceive these applications, with female students showing higher motivation and ease of use scores than male students.

The unique contribution of this research lies in its emphasis on understanding perceptions rather than just outcomes. For example, while other studies, such as those by Heath (2018) and Ironsi (2022), focused on the effectiveness of digital applications in enhancing learning outcomes, this study highlights students' subjective experiences and how these perceptions influence

their engagement and motivation. Additionally, using a mixed-methods approach, this research offers a nuanced understanding of the contextual factors affecting students' attitudes toward Google applications.

The findings also address challenges not often discussed in previous literature. Technical issues, such as connectivity problems and varying levels of digital literacy, were identified as barriers to maximizing the potential of Google applications. This aligns with the findings of Sismanto et al. (2024), who noted similar challenges in remote educational settings. However, this study suggests targeted interventions, such as tutorials and teacher support, to mitigate these issues and ensure equitable access to these applications.

4.2.3 The Differences in Perceptions Between Male and Female Students Regarding the Use of Google Application

The findings of this study highlight significant differences in perceptions between male and female students regarding the use of Google applications for English language learning. Female students consistently rated these applications higher across multiple dimensions, such as motivation, ease of use, and independent learning. For example, female students scored an average of 4.20 (84%) on the statement *"Using Google applications makes me more motivated to learn English,"* categorized as "Positive." Male students scored slightly lower at 4.1 (81%). These results suggest that female students found Google applications more engaging and effective in supporting their learning processes than their male counterparts.

One reason for this difference could be female students' preference for collaborative and communication-focused features, which align well with applications like Google Docs and Google Classroom. Khalil (2018) observed that female students often value features that promote interaction and teamwork, such as real-time collaboration and feedback. In contrast, male students prioritize functionality and efficiency, seeing these applications as task-oriented resources rather than platforms for cooperation. This aligns with findings from Harjanto and Sumarni (2019), who reported that male students emphasized the

organizational benefits of Google Classroom, such as managing tasks and deadlines.

The study also found that challenges with Google applications varied between genders. Male students reported more difficulties with self-directed features, indicating a need for additional support to maximize their use of these applications. This finding mirrors Venkatesh et al. (2003), who noted that male students often face a steeper learning curve when adapting to unfamiliar technologies. On the other hand, female students exhibited greater adaptability and confidence in using collaborative applications, which may contribute to their higher scores in motivation and engagement. These gender-based differences emphasize the need for tailored support strategies to address the unique challenges faced by each group.

What sets this study apart from prior research is its focus on students' perceptions rather than just functional outcomes. Unlike studies such as those by Al-Maroof and Al-Emran (2018), which broadly explored gender differences in technology use, this research examines explicitly the nuanced experiences of male and female students in English language learning. It highlights how female students leverage collaborative features to enhance their learning experience, while male students often rely on task-oriented functionalities. These insights provide a more comprehensive understanding of how different genders interact with digital applications in educational contexts.

CHAPTER V
CONCLUSION AND RECOMMENDATION

Based on the previous findings and discussions, this chapter presents conclusions about students' perceptions of using Google applications in English learning: A Case Study at SMAN 6 Poco Ranaka**.** The study explores how Google applications are implemented, students' overall perceptions, and the differences in perceptions between male and female students. The researcher also gave recommendations to the English teacher and the next researcher.

5.1 Conclusion

Based on the findings and discussions, this study concludes that students at SMAN 6 Poco Ranaka generally have moderate to high perceptions of using Google applications in English learning. The teacher effectively integrated Google Classroom, Google Docs, Google Forms, and Google Drive into their teaching practices. These applications were utilized for planning lessons, organizing content, facilitating collaboration, giving assessments, and providing ongoing support. The teacher prioritized simplicity and alignment with learning goals to enhance student engagement and motivation.

Students' overall perceptions of Google applications were predominantly positive. They found the applications user-friendly and effective in boosting motivation and supporting independent learning. Features like collaborative tasks, resource accessibility, and immediate feedback were particularly appreciated, as they improved engagement and learning outcomes. The findings highlighted the role of Google applications as valuable educational resources that enhanced the quality of learning experiences.

The study also revealed gender-based differences in perceptions. Female students reported slightly higher motivation levels, ease of use, and engagement than male students. This suggests that female students may have benefited more from these applications' collaborative and interactive features. Male students, while also expressing positive perceptions, faced more challenges with self-

directed features, indicating a need for additional support to optimize their use of the applications.

In conclusion, Google applications effectively enhanced English learning by providing teachers and students with an interactive and structured platform. However, addressing technical challenges and offering tailored support can further ensure that all students, regardless of gender, benefit equally from these applications. These findings underscore the importance of refining educational technology to maximize its potential in diverse learning environments.

5.2 Recommendation

Based on the conclusions, the following recommendations are provided to enhance the use of Google applications in English learning. For EFL teachers, it is recommended that additional guidance be provided to support students, particularly male learners, in developing their ability to use Google applications for independent learning. The teacher can simplify tutorials and conduct training sessions to help students familiarize themselves with these applications, ensuring that both genders can utilize them effectively. Incorporating Google applications more interactively, such as through collaborative activities, can also help maintain student engagement and motivation in learning English. Additionally, collecting regular student feedback will help identify areas of difficulty and allow the teacher to adapt their teaching strategies for better results.

Students are encouraged to actively explore Google applications to improve their familiarity and confidence in using them, particularly for independent tasks. Students are also encouraged to use collaborative applications such as Google Docs and Google Drive, which can enhance teamwork and communication skills, helping them work more effectively on group assignments.

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Appendices

Appendix 1: Observation Checklist for Teacher
Objective: Classroom Observation Checklist for Google Applications in English Language Teaching & Learning

Category	Item	Checklist	Yes	No
a. Planning and Preparation	1. Learning Objectives	- Has the teacher explicitly outlined the learning goals for the lesson/course?		
		- Are the selected Google applications aligned with the learning objectives (e.g., Google Docs, Google Meet)?		
	2. Familiarity with Google Applications	- Has the teacher provided tutorials or instructional materials for Google applications used in the class?		
		- Do students seem familiar and comfortable with using the selected applications (Google Docs, Google Classroom)?		
b. Setting Up Google Classroom	1. Creating the Class	- Has the teacher created a new class in Google Classroom with all the necessary details (class name, section, subject)?		
		- Have students been invited to join the class, either via a class code or email invitations?		
	2. Organizing Course Content	- Are course materials organized effectively into topics or modules (assignments, lectures, resources)?		
		Has the teacher uploaded various types of resources (PDFs, slides, videos) for easy student access?		
	3. Managing Assignments and Quizzes	- Has the teacher designed assignments and quizzes with clear instructions and deadlines?		
		- Are Google Forms used within Google Classroom for quizzes, allowing for automatic grading?		
c. Facilitating Collaboration with Google Docs	1. Creating and Sharing Documents	- Are Google Docs used for group projects, writing assignments, and note-taking?		
		- Is the teacher sharing documents with students, giving views, comments, or edit permissions as needed?		
	2. Real-Time Collaboration	- Are students actively collaborating in real-time during lessons using Google Docs?		
		- Is the “Comment” feature used for student feedback and interaction?		

		- Are students using the “Suggesting” mode to propose edits without altering the original document?		
d. Conducting Virtual Classes with Google Meet	1. Scheduling Meetings	- Has the teacher scheduled Google Meet sessions via Google Classroom or Google Calendar?		
		- Are students provided with invitations and links to join the virtual class?		
	2. Engaging Students During Lessons	- Does the teacher share their screen during Google Meet sessions to present resources or slides?		
		- Are breakout rooms used to encourage student collaboration during virtual lessons?		
	3. Recording Sessions	- Are lessons recorded for students who cannot attend or for future reference?		
e. Giving Assessment and Feedback Using Google Forms	1. Creating Assessments	- Does the teacher use Google Forms to create quizzes, surveys, or feedback forms?		
		- Are various question types (multiple-choice, short answer, rating scales) used in the assessments?		
	2. Analyzing Responses	- Are student responses organized in Google Sheets for easy analysis?		
		- Does the teacher review responses to identify student strengths and improvement areas?		
f. Organizing and Sharing Resources with Google Drive	1. Storing and Sharing Resources	- Does the teacher use Google Drive as a central repository for educational resources?		
		- Are resources organized into folders and easily shared with students or colleagues?		
	2. Ensuring Accessibility	- Are shared resources accessible from various devices, enabling students to study or complete assignments from anywhere?		
g. Giving Ongoing Support and Evaluation	1. Providing Continuous Support	- Is the teacher available to assist students with technical issues related to Google applications?		
		- Does the teacher help students resolve problems quickly, minimizing disruptions in learning?		
	2. Evaluating and Adapting	- Does the teacher gather regular feedback from students about the applications and strategies used in teaching?		

		- Are Google Forms used to collect insights into student experiences with the applications, and is this feedback used to adapt future lessons?		

Appendix 1: Observation Checklist for Teacher

Date of Observation : November 18th, 2024
Teacher's name : Fransiskus Jeni Wilson
Class : X Merdeka
Objective : Classroom Observation Checklist for Google Applications in English Language Teaching & Learning

Category	Item	Checklist	Yes	No
a. Planning and Preparation	1. Learning Objectives	Has the teacher explicitly outlined the learning goals for the lesson/course?	√	
		Are the selected Google applications aligned with the learning objectives (e.g., Google Docs, Google Meet)?	√	
	2. Familiarity with Google Applications	Has the teacher provided tutorials or instructional materials for Google applications used in the class?	√	
		- Do students seem familiar and comfortable with using the selected applications (Google Docs, Google Classroom)?	√	
b. Setting Up Google Classroom	1. Creating the Class	- Has the teacher created a new class in Google Classroom with all the necessary details (class name, section, subject)?	√	
		- Have students been invited to join the class via a class code or email invitations?	√	
	2. Organizing Course Content	- Are course materials organized effectively into topics or modules (assignments, lectures, resources)?	√	
		Has the teacher uploaded various resources (PDFs, slides, videos) for easy student access?	√	
	3. Managing Assignments and Quizzes	- Has the teacher designed assignments and quizzes with clear instructions and deadlines?	√	

		- Are Google Forms used within Google Classroom for quizzes, allowing for automatic grading?	√	
c. Facilitating Collaboration with Google Docs	1. Creating and Sharing Documents	- Are Google Docs used for group projects, writing assignments, and note-taking?	√	
		- Is the teacher sharing documents with students, giving views and comments, or editing permissions as needed?	√	
	2. Real-Time Collaboration	- Are students actively collaborating in real-time during lessons using Google Docs?	√	
		- Is the "Comment" feature used for student feedback and interaction?	√	
		- Are students using the "Suggesting" mode to propose edits without altering the original document?		√
d. Conducting Virtual Classes with Google Meet	1. Scheduling Meetings	- Has the teacher scheduled Google Meet sessions via Google Classroom or Google Calendar?		√
		- Are students provided with invitations and links to join the virtual class?		√
	2. Engaging Students During Lessons	- Does the teacher share their screen during Google Meet sessions to present resources or slides?		√
		- Are breakout rooms used to encourage student collaboration during virtual lessons?		√
	3. Recording Sessions	- Are lessons recorded for students who cannot attend or for future reference?		√
e. Giving Assessments and Feedback Using Google Forms	1. Creating Assessments	- Does the teacher use Google Forms to create quizzes, surveys, or feedback forms?	√	
		- Are various question types (multiple-choice, short answer, rating scales) used in the assessments?	√	
	2. Analyzing Responses	- Are student responses organized in Google Sheets for easy analysis?		√
		- Does the teacher review responses to identify student strengths and improvement areas?	√	

f. Organizing and Sharing Resources with Google Drive	1. Storing and Sharing Resources	- Does the teacher use Google Drive as a central repository for educational resources?	√	
		- Are resources organized into folders and easily shared with students or colleagues?	√	
	2. Ensuring Accessibility	- Are shared resources accessible from various devices, enabling students to study or complete assignments from anywhere?	√	
g. Giving Ongoing Support and Evaluation	1. Providing Continuous Support	- Is the teacher available to assist students with technical issues related to Google applications?	√	
		- Does the teacher help students resolve problems quickly, minimizing disruptions in learning?	√	
	2. Evaluating and Adapting	- Does the teacher gather regular feedback from students about the applications and strategies used in teaching?	√	
		- Are Google Forms used to collect insights into student experiences with the applications, and is this feedback used to adapt future lessons?		√

Date of Observation : November 20th, 2024
Teacher's name : Fransiskus Jeni Wilson
Class : XI IPA
Objective : Classroom Observation Checklist for Google Applications in English Language Teaching & Learning

CLASS XI IPA

Category	Item	Checklist	Yes	No
a. Planning and Preparation	1. Learning Objectives	- Has the teacher explicitly outlined the learning goals for the lesson/course?	√	
		- Are the selected Google applications aligned with the learning objectives (e.g., Google Docs, Google Meet)?	√	
	2. Familiarity with Google Applications	- Has the teacher provided tutorials or instructional materials for Google applications used in the class?	√	

		- Do students seem familiar and comfortable with using the selected applications (Google Docs, Google Classroom)?	√	
b. Setting Up Google Classroom	1. Creating the Class	- Has the teacher created a new class in Google Classroom with all the necessary details (class name, section, subject)?	√	
		- Have students been invited to join the class via a class code or email invitations?	√	
	2. Organizing Course Content	- Are course materials organized effectively into topics or modules (assignments, lectures, resources)?	√	
		Has the teacher uploaded various types of resources (PDFs, slides, videos) for easy student access?	√	
	3. Managing Assignments and Quizzes	- Has the teacher designed assignments and quizzes with clear instructions and deadlines?	√	
		- Are Google Forms used within Google Classroom for quizzes, allowing for automatic grading?	√	
c. Facilitating Collaboration with Google Docs	1. Creating and Sharing Documents	- Are Google Docs used for group projects, writing assignments, and note-taking?	√	
		- Is the teacher sharing documents with students, giving views, comments, or edit permissions as needed?	√	
	2. Real-Time Collaboration	- Are students actively collaborating in real-time during lessons using Google Docs?	√	
		- Is the “Comment” feature used for student feedback and interaction?	√	
		- Are students using the “Suggesting” mode to propose edits without altering the original document?	√	
d. Conducting Virtual Classes with Google Meet	1. Scheduling Meetings	- Has the teacher scheduled Google Meet sessions via Google Classroom or Google Calendar?		√
		- Are students provided with invitations and links to join the virtual class?		√

	2. Engaging Students During Lessons	- Does the teacher share their screen during Google Meet sessions to present resources or slides?		√
		- Are breakout rooms used to encourage student collaboration during virtual lessons?		√
	3. Recording Sessions	- Are lessons recorded for students who cannot attend or for future reference?		√
e. Giving Assessment and Feedback Using Google Forms	1. Creating Assessments	- Does the teacher use Google Forms to create quizzes, surveys, or feedback forms?	√	
		- Are various question types (multiple-choice, short answer, rating scales) used in the assessments?	√	
	2. Analyzing Responses	- Are student responses organized in Google Sheets for easy analysis?	√	
		- Does the teacher review responses to identify student strengths and improvement areas?	√	
f. Organizing and Sharing Resources with Google Drive	1. Storing and Sharing Resources	- Does the teacher use Google Drive as a central repository for educational resources?	√	
		- Are resources organized into folders and easily shared with students or colleagues?	√	
	2. Ensuring Accessibility	- Are shared resources accessible from various devices, enabling students to study or complete assignments from anywhere?	√	
g. Giving Ongoing Support and Evaluation	1. Providing Continuous Support	- Is the teacher available to assist students with technical issues related to Google applications?	√	
		- Does the teacher help students resolve problems quickly, minimizing disruptions in learning?	√	
	2. Evaluating and Adapting	- Does the teacher gather regular feedback from students about the applications and strategies used in teaching?	√	
		- Are Google Forms used to collect insights into student experiences with the applications, and is this feedback used to adapt future lessons?	√	

Date of Observation : November 21th, 2024
Teacher's name : Fransiskus Jeni Wilson
Class : XI IPS
Objective : Classroom Observation Checklist for Google Applications in English Language Teaching & Learning

CLASS XI IPS

Category	Item	Checklist	Yes	No
a. Planning and Preparation	1. Learning Objectives	- Has the teacher explicitly outlined the learning goals for the lesson/course?	√	
		- Are the selected Google applications aligned with the learning objectives (e.g., Google Docs, Google Meet)?	√	
	2. Familiarity with Google Applications	- Has the teacher provided tutorials or instructional materials for Google applications used in the class?	√	
		- Do students seem familiar and comfortable with using the selected applications (Google Docs, Google Classroom)?	√	
b. Setting Up Google Classroom	1. Creating the Class	- Has the teacher created a new class in Google Classroom with all the necessary details (class name, section, subject)?	√	
		- Have students been invited to join the class via a class code or email invitations?	√	
	2. Organizing Course Content	- Are course materials organized effectively into topics or modules (assignments, lectures, resources)?	√	
		Has the teacher uploaded various types of resources (PDFs, slides, videos) for easy student access?	√	
	3. Managing Assignments and Quizzes	- Has the teacher designed assignments and quizzes with clear instructions and deadlines?	√	
		- Are Google Forms used within Google Classroom for quizzes, allowing for automatic grading?	√	
c. Facilitating Collaboration with Google Docs	1. Creating and Sharing Documents	- Are Google Docs used for group projects, writing assignments, and note-taking?	√	

		- Is the teacher sharing documents with students, giving views and comments, or editing permissions as needed?	√	
	2. Real-Time Collaboration	- Are students actively collaborating in real-time during lessons using Google Docs?		√
		- Is the “Comment” feature used for student feedback and interaction?	√	
		- Are students using the “Suggesting” mode to propose edits without altering the original document?		√
d. Conducting Virtual Classes with Google Meet	1. Scheduling Meetings	- Has the teacher scheduled Google Meet sessions via Google Classroom or Google Calendar?		√
		- Are students provided with invitations and links to join the virtual class?		√
	2. Engaging Students During Lessons	- Does the teacher share their screen during Google Meet sessions to present resources or slides?		√
		- Are breakout rooms used to encourage student collaboration during virtual lessons?		√
	3. Recording Sessions	- Are lessons recorded for students who cannot attend or for future reference?		√
e. Giving Assessment and Feedback Using Google Forms	1. Creating Assessments	- Does the teacher use Google Forms to create quizzes, surveys, or feedback forms?	√	
		- Are various question types (multiple-choice, short answer, rating scales) used in the assessments?	√	
	2. Analyzing Responses	- Are student responses organized in Google Sheets for easy analysis?	√	
		- Does the teacher review responses to identify student strengths and improvement areas?	√	
f. Organizing and Sharing Resources with Google Drive	1. Storing and Sharing Resources	- Does the teacher use Google Drive as a central repository for educational resources?	√	
		- Are resources organized into folders and easily shared with students or colleagues?	√	

	2. Ensuring Accessibility	- Are shared resources accessible from various devices, enabling students to study or complete assignments from anywhere?	√	
g. Giving Ongoing Support and Evaluation	1. Providing Continuous Support	- Is the teacher available to assist students with technical issues related to Google applications?	√	
		- Does the teacher help students resolve problems quickly, minimizing disruptions in learning?	√	
	2. Evaluating and Adapting	- Does the teacher gather regular feedback from students about the applications and strategies used in teaching?	√	
		- Are Google Forms used to collect insights into student experiences with the applications, and is this feedback used to adapt future lessons?	√	

Date of Observation : November 20th, 2024
Teacher's name : Fransiskus Jeni Wilson
Class : XII IPA
Objective : Classroom Observation Checklist for Google Applications in English Language Teaching & Learning

CLASS XII IPA

Category	Item	Checklist	Yes	No
a. Planning and Preparation	1. Learning Objectives	- Has the teacher explicitly outlined the learning goals for the lesson/course?	√	
		- Are the selected Google applications aligned with the learning objectives (e.g., Google Docs, Google Meet)?	√	
	2. Familiarity with Google Applications	- Has the teacher provided tutorials or instructional materials for Google applications used in the class?	√	
		- Do students seem familiar and comfortable with using the selected applications (Google Docs, Google Classroom)?	√	
b. Setting Up Google Classroom	1. Creating the Class	- Has the teacher created a new class in Google Classroom with all the necessary details (class name, section, subject)?	√	

		- Have students been invited to join the class via a class code or email invitations?	√	
	2. Organizing Course Content	- Are course materials organized effectively into topics or modules (assignments, lectures, resources)?	√	
		Has the teacher uploaded various types of resources (PDFs, slides, videos) for easy student access?	√	
	3. Managing Assignments and Quizzes	- Has the teacher designed assignments and quizzes with clear instructions and deadlines?	√	
		- Are Google Forms used within Google Classroom for quizzes, allowing for automatic grading?	√	
c. Facilitating Collaboration with Google Docs	1. Creating and Sharing Documents	- Are Google Docs used for group projects, writing assignments, and note-taking?	√	
		- Is the teacher sharing documents with students, giving views and comments, or editing permissions as needed?	√	
	2. Real-Time Collaboration	- Are students actively collaborating in real-time during lessons using Google Docs?	√	
		- Is the “Comment” feature used for student feedback and interaction?	√	
		- Are students using the “Suggesting” mode to propose edits without altering the original document?	√	
d. Conducting Virtual Classes with Google Meet	1. Scheduling Meetings	- Has the teacher scheduled Google Meet sessions via Google Classroom or Google Calendar?		√
		- Are students provided with invitations and links to join the virtual class?		√
	2. Engaging Students During Lessons	- Does the teacher share their screen during Google Meet sessions to present resources or slides?		√
		- Are breakout rooms used to encourage student collaboration during virtual lessons?		√

	3. Recording Sessions	- Are lessons recorded for students who cannot attend or for future reference?		√
e. Giving Assessments and Feedback Using Google Forms	1. Creating Assessments	- Does the teacher use Google Forms to create quizzes, surveys, or feedback forms?	√	
		- Are various question types (multiple-choice, short answer, rating scales) used in the assessments?	√	
	2. Analysing Responses	- Are student responses organized in Google Sheets for easy analysis?		√
		- Does the teacher review responses to identify student strengths and improvement areas?	√	
f. Organizing and Sharing Resources with Google Drive	1. Storing and Sharing Resources	- Does the teacher use Google Drive as a central repository for educational resources?	√	
		- Are resources organized into folders and easily shared with students or colleagues?	√	
	2. Ensuring Accessibility	- Are shared resources accessible from various devices, enabling students to study or complete assignments from anywhere?	√	
g. Giving Ongoing Support and Evaluation	1. Providing Continuous Support	- Is the teacher available to assist students with technical issues related to Google applications?	√	
		- Does the teacher help students resolve problems quickly, minimizing disruptions in learning?	√	
	2. Evaluating and Adapting	- Does the teacher gather regular feedback from students about the applications and strategies used in teaching?	√	
		- Are Google Forms used to collect insights into student experiences with the applications, and is this feedback used to adapt future lessons?	√	

Date of Observation : November 22th, 2024
Teacher's name : Fransiskus Jeni Wilson
Class : XII IPS
Objective : Classroom Observation Checklist for Google Applications in English Language Teaching & Learning

CLASS XII IPS

Category	Item	Checklist	Yes	No
a. Planning and Preparation	1. Learning Objectives	- Has the teacher explicitly outlined the learning goals for the lesson/course?	√	
		- Are the selected Google applications aligned with the learning objectives (e.g., Google Docs, Google Meet)?	√	
	2. Familiarity with Google Applications	- Has the teacher provided tutorials or instructional materials for Google applications used in the class?	√	
		- Do students seem familiar and comfortable with using the selected applications (Google Docs, Google Classroom)?	√	
b. Setting Up Google Classroom	1. Creating the Class	- Has the teacher created a new class in Google Classroom with all the necessary details (class name, section, subject)?	√	
		- Have students been invited to join the class, either via a class code or email invitations?	√	
	2. Organizing Course Content	- Are course materials organized effectively into topics or modules (assignments, lectures, resources)?	√	
		- Have the teacher uploaded various types of resources (PDFs, slides, videos) for easy student access?	√	
	3. Managing Assignments and Quizzes	- Has the teacher designed assignments and quizzes with clear instructions and deadlines?	√	
		- Are Google Forms used within Google Classroom for quizzes, allowing for automatic grading?	√	
c. Facilitating Collaboration with Google Docs	1. Creating and Sharing Documents	- Are Google Docs used for group projects, writing assignments, and note-taking?	√	
		- Is the teacher sharing documents with students, giving views, comments, or edit permissions as needed?	√	
	2. Real-Time Collaboration	- Are students actively collaborating in real-time during lessons using Google Docs?	√	

		- Is the “Comment” feature used for student feedback and interaction?	√	
		- Are students using the “Suggesting” mode to propose edits without altering the original document?	√	
d. Conducting Virtual Classes with Google Meet	1. Scheduling Meetings	- Has the teacher scheduled Google Meet sessions via Google Classroom or Google Calendar?		√
		- Are students provided with invitations and links to join the virtual class?		√
	2. Engaging Students During Lessons	- Does the teacher share their screen during Google Meet sessions to present resources or slides?		√
		- Are breakout rooms used to encourage student collaboration during virtual lessons?		√
	3. Recording Sessions	- Are lessons recorded for students who cannot attend or for future reference?		√
e. Giving Assessment and Feedback Using Google Forms	1. Creating Assessments	- Does the teacher use Google Forms to create quizzes, surveys, or feedback forms?	√	
		- Are various question types (multiple-choice, short answer, rating scales) used in the assessments?	√	
	2. Analyzing Responses	- Are student responses organized in Google Sheets for easy analysis?	√	
		- Does the teacher review responses to identify student strengths and improvement areas?	√	
f. Organizing and Sharing Resources with Google Drive	1. Storing and Sharing Resources	- Does the teacher use Google Drive as a central repository for educational resources?	√	
		- Are resources organized into folders and easily shared with students or colleagues?	√	
	2. Ensuring Accessibility	- Are shared resources accessible from various devices, enabling students to study or complete assignments from anywhere?	√	
g. Giving Ongoing Support and Evaluation	1. Providing Continuous Support	- Is the teacher available to assist students with technical issues related to Google applications?	√	

		- Does the teacher help students resolve problems quickly, minimizing disruptions in learning?	√	
	2. Evaluating and Adapting	- Does the teacher gather regular feedback from students about the applications and strategies used in teaching?	√	
		- Are Google Forms used to collect insights into student experiences with the applications, and is this feedback used to adapt future lessons?	√	

Appendix 2a: Interview Guide for the teacher

Objective: To understand how the teacher implements Google applications in teaching English at SMAN 6 Poco Ranaka.

a. Planning and Preparation

1. How do you decide which Google applications to use for your lessons?
2. Can you explain how you ensure your students understand how to use Google applications effectively?
3. What tutorials or resources do you provide to help students become comfortable using Google applications?

b. Setting Up Google Classroom

1. How do you organize your course content in Google Classroom?
2. What kind of materials do you upload to Google Classroom to support student learning?
3. How do you use Google Forms for assignments and quizzes in Google Classroom?

c. Facilitating Collaboration with Google Docs

1. How do you encourage students to collaborate on assignments or projects using Google Docs?
2. How do you manage permissions for Google Docs (view, comment, edit)?
3. In your experience, how has real-time collaboration in Google Docs affected student interaction and learning?

d. Conducting Virtual Classes with Google Meet

1. How do you organize and schedule your Google Meet sessions for virtual classes?
2. How do you engage students during virtual lessons, and do you use any specific features (e.g., breakout rooms, screen sharing)?
3. Do you record your Google Meet sessions? If yes, how do students benefit from these recordings?

e. Giving Assessment and Feedback Using Google Forms

1. What assessments do you create using Google Forms, and how do they support your teaching goals?
2. How do you analyze student responses in Google Forms?
3. How has using Google Forms improved the feedback process for your students?

f. Organizing and Sharing Resources with Google Drive

1. How do you organize and share teaching resources using Google Drive?
2. How do you ensure all students can easily access and use shared materials?

g. Giving Ongoing Support and Evaluation

1. How do you assist students with technical difficulties using Google applications?
2. How do you gather student feedback about the applications you use, and how do you incorporate this feedback into your teaching?

Appendix 2a: Interview Responses for the teacher

Date of Observation : Desember 10th, 2024
Teacher's name : Fransiskus Jeni Wilson

A. Planning and Preparation

1. How do you decide which Google applications to use for your lessons?
Researcher: How do you decide which Google applications to use in your lessons?
Teacher: *Before starting the meeting, I make sure that students have logged into their learning accounts on their Chromebooks, which I've shared in advance. This step minimizes technical delays and ensures that students are ready to engage with lesson materials, participate in collaborative tasks, and submit assignments seamlessly.*
Researcher: That's great. What guides your choice of applications?
Teacher*: I decide based on the specific learning materials or activities planned. For group projects, Google Docs works well; for managing resources and deadlines, I prefer Google Classroom. Aligning the applications with the teaching goals ensures both effectiveness and ease for the students*.
Researcher: Do you consider simplicity in your selection process?
Teacher: Absolutely. *I usually choose applications that I can incorporate into my lessons without complicating things. For instance, I use Google Classroom to organize class materials and assignments because it's straightforward and easy to manage. For collaborative work, Google Docs is my go-to because it's simple for students to share and edit documents. Keeping it basic avoids overwhelming the students with too many features.*

2. Can you explain how you ensure your students understand how to use Google applications effectively?
Researcher: How do you make sure students can effectively use the applications?
Teacher: Teacher:

I create a new class in Google Classroom with all the necessary details, such as class name, section, and subject. This ensures that the class is organised and easy to manage.
Students are invited to join the class via a class code or email invitations, ensuring smooth access to the virtual environment. By proactively managing the enrolment process, the teacher creates an inclusive and accessible virtual classroom where students can start learning without unnecessary disruptions.
At the beginning of the course, I provide a basic overview of applications like Google Classroom, Google Docs, or Google Meet. I avoid excessive detail to prevent overwhelming them and focus on actual learning content. If students face difficulties, I offer quick, targeted support through in-class tutorials or short video clips demonstrating the applications' features.
Researcher: That sounds efficient. Why don't you dive deeper into tutorials?
Teacher: Most students are already familiar with Google apps. Since these applications are widely used in education, I do not spend much time teaching the basics unless necessary. *If specific issues arise, I address them promptly to keep the lesson flowing smoothly.*

3. What tutorials or resources do you provide to help students become comfortable using Google applications?
   Researcher: What resources do you provide to ease students' use of Google applications?
   Teacher*: I provide basic instructional materials like short guides or YouTube links. I keep it simple and ensure they know where to find help if needed.* Students can always ask me for clarification during class or follow-ups.

B. Setting Up Google Classroom

1. How do you organize your course content in Google Classroom?
   Researcher: How do you organize your course content in Google Classroom?
   Teacher*: I keep things simple. At the start of the course, I explain how applications like Google Classroom and Google Docs work. If students encounter challenges, I'm available to assist through brief tutorials or videos*.
   Researcher: How often do you use these applications?
   Teacher: I don't use them extensively—maybe a few times a semester. For complex material or when students seem disengaged, I use these applications to enhance understanding, such as providing visual explanations or interactive assignments.
   Researcher: How do you structure the materials?
   Teacher: *I organize content by units or topics, uploading assignments, materials, and relevant resources like videos or articles. This minimizes confusion and ensures students can easily find what they need.*
2. What kind of materials do you upload to Google Classroom to support student learning?
   Researcher: What materials do you typically upload?
   Teacher*: Lecture slides, PDFs, videos, assignments, worksheets, and quizzes. I keep it straightforward and organized for easy access*.
3. How do you use Google Forms for assignments and quizzes in Google Classroom?
   Researcher: How do you incorporate Google Forms?
   Teacher: *Mainly for quizzes. I set up automatic grading to save time and ensure feedback is immediate. For assignments, I focus on clarity and simplicity, avoiding overly complex forms.*

C. Facilitating Collaboration with Google Docs

1. How do you encourage students to collaborate on assignments or projects using Google Docs?
   Researcher: How do you promote collaboration with Google Docs?
   Teacher: *I create shared Google Docs for group tasks, giving students editing access for real-time collaboration. If the task only requires reviewing, I set it to view-only. For feedback or suggestions, I use comment mode. This flexibility ensures students can focus on the task without being overwhelmed.*
2. How do you manage permissions for Google Docs (view, comment, edit)?
   Researcher: How do you handle permissions?
   Teacher: *For group work, I grant editing access to encourage active participation. For materials meant for review, I use view-only mode to maintain document integrity. When seeking feedback, I switch to comment mode to engage students in critical evaluation.*
3. In your experience, how has real-time collaboration in Google Docs affected student interaction and learning?
   Researcher: What's your observation on real-time collaboration?
   Teacher*: It's effective, especially for group projects. Students can contribute and see updates in real time without needing to exchange files. It fosters teamwork, though I use it selectively to ensure productivity.*

D. Conducting Virtual Classes with Google Meet

1. How often do you use Google Meet for virtual classes?
   Researcher: How often do you use Google Meet?
   Teacher: Rarely. Most lessons were conducted face-to-face, allowing for better engagement and real-time adjustments. I had tried using Google Meet a few semesters ago to change the class dynamic, but network stability issues often disrupted the flow of the lessons, making the results less significant. The frequent connectivity problems hindered the learning process and limited the effectiveness of the platform.
   Researcher: What was your main goal when using Google Meet?
   Teacher: My goal was to familiarize students with its features for future needs, such as remote learning. I used applications like screen sharing to create interactive lessons and occasionally utilized breakout rooms for group activities, though I kept it simple to avoid overwhelming the students. Despite its potential, the reliance on stable internet connectivity made Google Meet challenging to implement effectively.

E. Giving Assessments and Feedback Using Google Forms

1. How do you use Google Forms for assessments?
   Researcher: How do you utilize Google Forms?
   Teacher: *I use it for quizzes and surveys to assess understanding. Automatic grading saves time and provides immediate feedback, which reinforces learning. I review the responses in Google Sheets to identify areas where students struggle.*
2. Do you use Google Forms for all assessments?
   Researcher: Is Google Forms your primary tool?
   Teacher: *Not always. For skills like essay writing or critical thinking, I prefer traditional methods that allow detailed feedback. Variety ensures fair evaluations and caters to diverse learning styles.*

F. Organizing and Sharing Resources with Google Drive

1. How do you organize and share teaching resources using Google Drive? Researcher: How do you manage your resources in Google Drive?
   Teacher: *I create well-structured folders by topic or unit, including notes, presentations, assignments, and multimedia resources. I share these via Google Classroom or email links, ensuring students can access them anytime.*
2. How do you ensure all students can easily access and use shared materials? Researcher: How do you address access issues?
   Teacher*: I double-check permissions to avoid technical problems and use universally compatible formats like PDFs. I test links before sharing to ensure seamless access.*

G. Giving Ongoing Support and Evaluation

1. How do you support students with technical difficulties? Researcher: How do you assist students with technical issues?
   Teacher: *I'm available during and after class to guide students step-by-step. This not only resolves immediate issues but also builds their confidence in handling similar problems independently.*
2. How do you gather and use feedback to improve your teaching practices?
   Researcher: How do you collect and act on feedback?
   Teacher: *I use Google Forms for quick surveys to gather insights on students' experiences. If recurring issues arise, I make practical adjustments to improve the class flow without disrupting the overall structure.*

Appendix 2b: Interview Guide for Students

Objective: To explore students' perceptions about using Google applications in teaching English at SMAN 6 Poco Ranaka.

A. General Experience in Using Google applications

1. Are you familiar with the Google applications your teacher uses in English lessons? What applications do they use frequently?
2. In your opinion, how does using Google applications help in learning English in the classroom?

B. Ease of Use

1. How is your experience in using Google applications? Do you find these applications easy or difficult to use when learning English?
2. Have you had any technical difficulties or other issues using Google applications?

C. Engagement and Motivation

1. Do you feel more motivated or interested in learning English with Google applications? If so, what makes you feel that way?
2. Do Google applications help you engage more in your English class? If so, how?

D. Benefits of Learning

1. How do you think Google applications help improve your understanding or ability in English?
2. Are there any aspects of learning that you find easier to understand or master when using Google applications?

E. Input and Expectations

1. Do you have any suggestions or hopes for using Google applications in English learning in the classroom?
2. What could be improved in how Google applications are used in English classes?

Appendix 2b: Interview Responses for the Students
Student 1 (Female): Perception of Using Google Applications in English Lessons

A. General Experience in Using Google Applications

Researcher: Are you familiar with the Google applications your teacher uses in English lessons? What applications do they use frequently?
Student: Yeah, I'm pretty familiar with all the Google apps our teacher uses in English class. We use Google Drive, Google Docs, Google Forms, and Google Translate all the time. For the most part, we get all our assignments and materials through Google Drive, so it's easy to access everything in one place. Google Docs is where the real teamwork happens — we use it for writing essays or working on group projects together, and it's super handy because we can edit the same document simultaneously. Then there's Google Forms, which is mainly used for quizzes and surveys. It's a quick way for the teacher to check how well we understand the lessons. Honestly, these apps make everything so much easier and help keep everything organized.

Researcher: In your opinion, how does using Google applications help in learning English in the classroom?
Student: Using Google apps really makes learning English a lot more organized and interactive. Google Drive is super helpful because it lets me keep all my lessons, assignments, and feedback in one spot, which makes it easier to stay on top of everything. Google Docs is awesome for teamwork — I can work with my classmates, share ideas, and improve our writing together. Google Forms is also handy, especially after each lesson when I want to check what I've learned and get instant feedback quickly. Google Translate is a lifesaver when I don't understand a word or phrase — it gives me a fast translation so I can really get the meaning. It's also great for double-checking sentences or expressions in English. Overall, these apps just make everything more efficient and fun.

B. Ease of Use

Researcher: How is your experience in using Google applications? Do you find these applications easy or difficult to use when learning English?
Student: I find Google apps pretty easy to use, especially since we've been using them for a while now. I've gotten really comfortable with Google Drive — it's so convenient for checking assignments, finding materials, and submitting work. Everything is organized, so it's easy to stay on top of things. Google Docs is also really simple for writing and collaborating with classmates. At first, I had to get used to all the features, but now it's pretty smooth. It's great for working together on projects or essays since we can all contribute at the same time. Google Forms is super straightforward for quizzes. I find it really easy to navigate and fill out, plus it's great for getting quick feedback. Overall, all these apps are really user-friendly, and I appreciate how they help make things more organized and efficient. If I ever get stuck or need clarification on something, the teacher is always there to help out and guide me. I really like how these applications make learning and collaborating feel so much easier and more interactive.

Researcher: Have you had any technical difficulties or other issues using Google applications?

Student: There have been a few times when I've run into internet issues, which made submitting assignments on time a bit tricky. It's really frustrating when the connection drops right when I'm trying to turn something in. Every now and then, I struggle with formatting in Google Docs, especially when I need to get the layout just right for projects or group work. It's not a huge deal, though — just a little annoying sometimes. But honestly, whenever I hit a bump like that, the teacher is super quick to help out, so I don't really stress too much about it. It's really reassuring knowing that if anything goes wrong, I can always reach out and get some support. Overall, even with the occasional hiccups, the process is pretty smooth, and I feel like I have everything I need to stay on track.

C. Engagement and Motivation

Researcher: Do you feel more motivated or interested in learning English with Google applications? If so, what makes you feel that way?

Student: Yeah, I definitely feel more motivated to learn English because of the Google apps. They're interactive and keep me engaged in a way that feels more fun. Like, when we work together on Google Docs, it doesn't feel like the usual boring lesson; it's way more dynamic, and everyone's input makes it better. Google Forms quizzes are also great because I get feedback immediately, making me feel more connected to my learning. It's a lot easier to stay involved when I can see how I'm doing instantly.

Researcher: Do Google applications help you engage more in your English class? If so, how?

Student: Yes, definitely. Google applications make the class a lot more interactive. With Google Drive, I can easily participate in class discussions and submit my work without any hassle. Collaboration in Google Docs is a fun way to learn with others, and using Google Meet for online lessons helps me stay connected even when I'm not physically in class. On top of that, YouTube is such a great tool for learning — there are so many educational videos that explain things in a clear and engaging way, which really helps when I need extra help. These apps allow me to be more involved in my learning, and I feel like I have more control over how I engage with the content. Learning feels less like a chore and more like something I can actively enjoy and explore.

D. Benefits of Learning

Researcher: How do you think Google applications help improve your understanding or ability in English?

Student: Google apps really help me improve my English by making it easy to access materials and get feedback. Google Docs is great for practicing writing because I can get suggestions from both my teacher and classmates, making it easier to improve. Google Forms is helpful, too — after taking quizzes, I get instant results, so I can see exactly where I need to work. YouTube is another awesome tool because I can find videos that explain things in a simple way, which makes learning more fun and less confusing. Plus, Google Translate is super handy when I don't understand a word or phrase. Overall, these apps make learning a lot more organized, and I feel like I can really track my progress and see how much I'm improving.

Researcher: Are there any aspects of learning that you find easier to understand or master when using Google applications?

Student: I find writing and grammar way easier to practice using Google Docs, especially with real-time collaboration. It's super helpful because we can all work on the same document simultaneously, and I can get immediate feedback from my teacher or classmates. It's easier to spot mistakes and correct them when we're working together, which makes the whole process feel more interactive and less stressful. Plus, the instant feedback I get from Google Forms quizzes is really useful. After taking a quiz, I can quickly see what I did well and where I need to focus more. It's nice to get that feedback right away so I know exactly what to work on next. Overall, these applications really help me improve my skills, and it feels like I'm learning more effectively with all the instant support I get.

E. Input and Expectations

Researcher: Do you have any suggestions or hopes for using Google applications in English learning in the classroom?

Student: I hope that we can use more interactive applications, like Google Jamboard, for group activities. I think it would be fun to brainstorm ideas for essays or projects together in real-time. It would also be great to use more video content in Google Drive, like English tutorials or mini-lectures from native speakers, to help improve our listening and speaking skills.

Researcher: What do you think could be improved in the way Google applications are used in English classes?

Student: One thing that could be improved is the organization of materials in Google Drive. Sometimes it gets a bit crowded with too many posts, making it hard to find things. It would be helpful if assignments and resources were organized in clear folders or topics so we can find things more easily. Additionally, more in-depth tutorials on using Google Docs features, like advanced formatting or sharing options, could help students who are not as familiar with the application.

Appendix 2b: Interview Responses for the Students

Student 2 (Male): Perception of Using Google Applications in English Lessons

A. General Experience in Using Google Applications

Researcher: Are you familiar with the Google applications your teacher uses in English lessons? What applications do they use frequently?

Student: Yes, I know a fair amount about the Google programs that our teachers use. The ones we use the most are Google Drive, Google Docs, and Google Forms. Google Drive is where we get all our assignments, announcements, and resources, so it's super convenient for keeping everything organized in one place. Google Docs is great for group work — we often use it to write essays or collaborate on other assignments. Google Forms is mainly used for quizzes to check how well we understand the lessons. On top of that, YouTube is really helpful too. We can find videos that explain things more clearly, which makes learning easier. And Google Translate is a lifesaver whenever I encounter a word or phrase I don't understand. It really helps me grasp the meaning fast and keeps me on track.

Researcher: In your opinion, how does using Google applications help in learning English in the classroom?

Student: Using Google apps really helps make learning more organized and interactive. Google Drive is super handy because it gives us easy access to all our materials, and I can quickly see what's due and stay on top of things. Google Docs is a game-changer for group activities — we can all work on the same document at the same time, share ideas, and make edits, which makes everything flow so much better. Google Forms is great for reviewing what we've learned because we get to do quizzes, and the best part is that we get immediate feedback on how well we did, so we can see right away where we need to improve. Plus, Google Translate is awesome whenever I encounter a word or phrase I don't understand. It helps me get the meaning really quickly and keeps me moving forward. Overall, these applications make learning much smoother and fun, and I feel like I can stay engaged with everything.

B. Ease of Use

Researcher: How is your experience in using Google applications? Do you find these applications easy or difficult to use when learning English?

Student: I find these applications pretty easy to use, overall. Most of the time, I can easily figure out how to navigate Google Drive, check for assignments, and submit my work without any issues. Google Docs is also pretty straightforward, especially when it comes to writing tasks or collaborating with my classmates. It's nice that we can all work on the same document simultaneously and make changes in real-time. The only thing I sometimes struggle with is some of the more advanced features in Google Docs, like formatting or using the comment tool. Those can be a little tricky at first, but honestly, once you get the hang of them, it's not that bad. Overall, with just a little practice, these apps become pretty easy to use and definitely make everything more organized and efficient. I like how they help me stay on top of things without feeling too complicated.

Researcher: Have you had any technical difficulties or other issues using Google applications?

Student: There have been a few times when I had issues with internet connectivity, especially when I was submitting assignments on Google Drive or taking a quiz on Google Forms. I also remember once or twice when I had trouble syncing Google Docs, and some of the edits didn't save right away. But these problems are rare, and usually, the teacher is quick to help us if anything goes wrong.

C. Engagement and Motivation

Researcher: Do you feel more motivated or interested in learning English with Google applications? If so, what makes you feel that way?

Student: Yes, I feel more motivated because using these applications makes the class feel more dynamic. Google Docs allows us to work together and share ideas in real-time, which makes lessons feel less like a lecture and more like a team effort. The quizzes on Google Forms are also more interactive because they give us immediate feedback, which helps me see where I need to improve. It feels more like I'm actively learning rather than just memorizing.

Researcher: Do Google applications help you engage more in your English class? If so, how?

Student: Definitely. Google applications help keep me engaged in a few different ways. With Google Drive, I can easily track my assignments and deadlines, so I'm always on top of my work. The interactive nature of Google Docs allows me to

collaborate with my classmates, and we often discuss ideas and make changes together. It makes the lessons feel more collaborative, which makes me more interested in participating.

D. Benefits of Learning

Researcher: How do you think Google applications help improve your understanding or ability in English?

Student: Google applications really help improve my understanding of English by providing opportunities to practice more effectively. Google Docs helps me work on my writing skills, and with the collaborative features, I get to learn from my peers as well. Google Forms is helpful for testing my knowledge and seeing where I need to focus. The immediate feedback helps me understand my mistakes and correct them right away, which is useful in improving my skills.

Researcher: Are there any aspects of learning that you find easier to understand or master when using Google applications?

Student: I find writing and collaboration easier with Google Docs. It's much easier to work on a group project or write an essay together because we can edit the document simultaneously. Also, the feedback from Google Forms helps me focus on areas where I'm weak. I can see which questions I got wrong and immediately work on those areas, which is a much faster way to learn than waiting for feedback at the end of the week.

E. Input and Expectations

Researcher: Do you have any suggestions or hopes for using Google applications in English learning in the classroom?

Student: I really hope we could use Google Slides more often for brainstorming activities or group discussions. It would be a fun way to share ideas visually and collaborate on different topics. The interactive nature of Google Slides would make it so much easier to organize our thoughts, and we could all contribute to one big presentation in real-time. Plus, we could easily add images, charts, and text to make the ideas clearer and more engaging. Also, it would be awesome if we had more audio or video content available in Google Drive. That would be super helpful for improving our listening and speaking skills. If we could watch some English videos and then discuss them as a class, it would make the lessons so much more interactive. We could talk about the videos, analyze the language used, and get different viewpoints from classmates. It would add a whole new dynamic to how we learn and help us get better at understanding real-life English usage.

Researcher: What do you think could be improved in the way Google applications are used in English classes?

Student: I think YouTube could be used more in English classes to make learning more dynamic. It would be great if we had more videos that explain grammar, vocabulary, or cultural topics, and then we could discuss them as a class. Watching videos in English would help improve our listening skills and make the lessons feel more engaging. Another thing that could be improved is the use of Google Sites. If we had a class site where all the resources, assignments, and class discussions were organized, it would be easier to keep track of everything. Right now, it feels like we have to search through many different places for what we need. Setting up the site by topic or unit would save a lot of time and make things more streamlined. It would

also be nice to have a space for interactive activities or extra practice linked directly on the site.

Appendix 2b: Interview Responses for the Students
Student 3 (Female): Perception of Using Google Applications in English Lessons

A. General Experience in Using Google Applications
Researcher: Are you familiar with the Google applications your teacher uses in English lessons? What applications do they use frequently?
Student: Yes, I'm familiar with the Google applications we use in English lessons. The main ones are Google Drive, Google Docs, and Google Forms. Google Drive is where we get all our assignments and lesson materials, and it's also where we submit our work. Google Docs is super helpful for writing tasks, especially when we have to work together on projects since we can all collaborate in real time. Google Forms is often used for quizzes or surveys to check how well we understand what we've learned. In addition to that, YouTube is a great tool we could use more often. Watching English videos really helps with listening practice, and it's a fun way to see how the language is used in different contexts. It would be awesome to have videos that explain grammar or vocabulary more clearly and then discuss them as a class. Also, Google Translate is really useful when I come across words or phrases I don't understand. It helps me understand the meaning quickly, making it easier to keep up with the lessons.
Researcher: In your opinion, how does using Google applications help in learning English in the classroom?
Student: I think Google applications make learning English easier and more interactive. Google Drive keeps everything organized, so I can easily find assignments, feedback, and resources without wasting time searching. Google Docs is great for collaborating on writing tasks — it allows us to collaborate, share ideas, and learn from each other. Plus, we can edit and improve each other's work, which helps us practice writing more effectively. Google Forms is really helpful too, especially for assessing our understanding right after the lesson. It gives us quick feedback, which is great for identifying areas we need to work on. Google Translate also plays a big role in my learning. Whenever I come across a word or phrase I don't understand, I can use it to get a translation and keep up with the lesson quickly. Another app that's useful is Google Sheets. It can help organize information, track progress, and even create tables for writing practice or class data. It's an easy way to visually see how we're improving or where we need more practice. Overall, these apps really make learning more organized, efficient, and fun.

B. Ease of Use
Researcher: How is your experience in using Google applications? Do you find these applications easy or difficult to use when learning English?
Student: I find these applications pretty easy to use. Google Drive is simple to navigate, and it really makes it easy to find everything related to class — whether it's assignments, materials, or feedback. I love how everything is in one place, so I don't have to waste time searching around. Google Docs is also super easy to use, especially when it comes to writing and sharing work with classmates. It's great for group projects because we can all work on the same document at the same time and

make edits as we go. Sometimes, I do get a little confused with some of the more advanced features, like formatting or adding comments, but honestly, that's not a huge deal. Once you get the hang of it, it's pretty simple. Google Forms is really straightforward too — whether it's for taking quizzes or filling out surveys, I have no issues with it. The questions are easy to follow, and the layout is simple, so it makes things quick and hassle-free.

I also think students enjoy using these applications more than just listening to the teacher talk. It feels more interactive and hands-on. When we're working on Google Docs together, it's more fun and engaging than just hearing lectures. Plus, with Google Forms and other applications, we can see immediate results and feedback, so it feels like we're learning at our own pace. Overall, these apps really help keep things organized, and they make learning feel less like a traditional classroom and more like an interactive experience.

Researcher: Have you had any technical difficulties or other issues using Google applications?

Student: If the internet connectivity is very low, it can definitely cause issues with Google applications like Google Drive, Google Docs, and Google Forms. When the internet speed is slow or keeps cutting out, it affects how quickly the apps can load or save your work. For example, when you're trying to submit an assignment on Google Drive, if the connection isn't stable, the upload might fail or take forever, and you could end up thinking your work has been submitted when it hasn't. With Google Docs, if the internet is slow, the changes you make might not be saved properly because the document is trying to sync with the cloud but can't do so efficiently. So, when you check back later, it might look like none of your edits were saved, which can be frustrating and stressful, especially if you're on a tight deadline. If you're experiencing this kind of issue, it's always a good idea to save your work on your device (as a backup) and check the internet connection to see if it's stable before submitting or making any edits.

C. Engagement and Motivation

Researcher: Do you feel more motivated or interested in learning English with Google applications? If so, what makes you feel that way?

Student: Yes, I feel more motivated. I think it's because the applications make lessons more interactive. For example, with Google Docs, we can work in groups and share ideas, making learning more fun. The instant feedback from Google Forms quizzes also motivates me to learn because I can see right away where I did well and where I need to improve. It feels more like an active learning process rather than just sitting and listening.

Researcher: Do Google applications help you engage more in your English class? If so, how?

Student: Yes, they definitely help me engage more. Google Drive keeps all the class materials in one place, so I don't have to worry about losing anything. We can easily comment on each other's work in Google Docs, and this makes me feel more connected to my classmates. Using Google Forms for quizzes also makes the class more interactive. I can see my results right away, and that helps me stay focused and involved in the learning process.

D. Benefits of Learning

Researcher: How do you think Google applications help improve your understanding or ability in English?

Student: I think Google applications really help improve my understanding and ability in English, especially because they allow me to learn in a more quiet, personalized way. For example, Google Drive keeps everything organized, so I don't have to worry about losing any materials or assignments. I can easily review lessons or assignments at my own pace, without the pressure of trying to keep up with others in class. Google Docs is especially useful for writing. Since I can work on my own or collaborate with a small group, I feel more comfortable sharing ideas and getting feedback without feeling too exposed. I can also take my time revising and improving my writing, which is really helpful since I tend to be a bit more cautious when it comes to sharing my work. Google Forms is great too because it helps me assess my understanding after each lesson. I can take quizzes or surveys, and I get immediate feedback on what I need to focus on, which helps me track my progress. When I get stuck on words or phrases, Google Translate is a lifesaver. It helps me quickly understand things I might not get right away, so I don't feel lost in the lesson.

Researcher: Are there any aspects of learning that you find easier to understand or master when using Google applications?

Student: I find writing and group collaboration easier with Google Docs because we can work together in real time, and I get to see different ways of expressing ideas. Grammar and vocabulary are also easier to practice, especially when we can use applications like the "suggestion" feature in Docs to give and receive feedback. The instant quizzes on Google Forms help me understand my mistakes and correct them quickly, which helps improve my overall performance.

E. Input and Expectations

Researcher: Do you have any suggestions or hopes for using Google applications in English learning in the classroom?

Student: I think it would be great to use Google Jamboard for brainstorming ideas or for interactive group discussions. It could be a fun way to share ideas visually and create mind maps together. I also think we could use more videos or audio content in Google Drive, like listening exercises or English tutorials, to improve our speaking and listening skills. This would make learning even more engaging.

Researcher: What do you think could be improved in the way Google applications are used in English classes?

Student: I think Google Drive could be more organized, especially when there are a lot of posts. Sometimes, it's hard to find older assignments or resources, and it can get confusing. It would be helpful if materials were grouped by topics or weeks, so everything is easier to find. Also, I think more interactive activities in Google Forms could make quizzes more interesting, maybe with multimedia questions like listening tasks or videos to answer questions about.

Appendix 3: Questionnaire

Student Perception Questionnaire on the Use of Google Applications in English Language Learning

Instructions: Please select the answer that best fits your opinion for the following statements.

Answer scale:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

No.	Statements	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1.	I find Google applications easy to use when learning English.					
2.	I find Google's applications to be very user-friendly, making it easier for me to learn.					
3.	*I have trouble learning how to use Google applications.*					
4.	Using Google applications makes me more motivated to learn English.					
5.	Google applications help me to learn independently without always having to be guided by a teacher.					
6.	I feel that using Google applications improves my ability to learn English.					

7.	*Using Google applications does not make me more involved in the English learning process in class.*					

Table 1. Result of Questionnaire

Nama	Jenis Kelamin	Item 1	Item 2	Item 3	item 4	item 5	item 6	item 7	Score Quest	Score Scale
Siswa 1	Perempuan	4	5	5	4	4	4	5	31	4,428571
Siswa 2	Perempuan	4	4	5	5	4	4	5	31	4,428571
siswa 3	Perempuan	5	4	5	5	5	4	5	33	4,714286
Siswa 4	Laki-Laki	4	4	5	4	4	3	5	29	4,142857
Siswa 5	Laki-Laki	4	4	5	4	4	4	5	30	4,285714
Siswa 6	Laki-Laki	5	4	5	4	1	4	5	28	4
Siswa 7	Perempuan	4	5	5	4	4	4	5	31	4,428571
Siswa 8	Perempuan	4	4	5	4	4	4	5	30	4,285714
Siswa 9	Perempuan	5	4	5	4	4	4	5	31	4,428571
Siswa 10	Perempuan	4	4	5	4	2	4	5	28	4
Siswa 11	Laki-Laki	3	3	4	5	4	3	4	26	3,714286
Siswa 12	Laki-Laki	4	4	5	5	2	4	4	28	4
Siswa 13	Perempuan	4	4	4	4	4	4	4	28	4
Siswa 14	Laki-Laki	4	4	4	4	4	2	4	26	3,714286
Siswa 15	Laki-Laki	4	4	5	4	1	4	5	27	3,857143
Siswa 16	Perempuan	4	4	5	4	2	3	5	27	3,857143
Siswa 17	Perempuan	4	4	5	4	4	4	5	30	4,285714
Siswa 18	Laki-Laki	4	4	5	4	2	4	5	28	4
Siswa 19	Laki-Laki	4	4	5	4	4	4	5	30	4,285714
Siswa 20	Laki-Laki	4	4	5	2	1	2	5	23	3,285714
Siswa 21	Laki-Laki	4	5	5	5	4	4	5	32	4,571429
Siswa 22	Laki-Laki	4	4	5	4	5	4	5	31	4,428571
Siswa 23	Perempuan	4	4	5	4	4	3	5	29	4,142857
Siswa 24	Laki-Laki	4	4	5	3	4	4	4	28	4
Siswa 25	Laki-Laki	4	4	5	5	4	3	5	30	4,285714
Siswa 26	Laki-Laki	4	3	5	4	4	3	5	28	4
Siswa 27	Perempuan	4	4	5	4	4	4	5	30	4,285714
Siswa 28	Perempuan	4	3	5	3	4	3	4	26	3,714286
Siswa 29	Perempuan	4	5	5	5	4	5	5	33	4,714286

Siswa 30	Perempuan	5	4	5	4	4	4	4	30	4,285714
Siswa 31	Perempuan	4	5	5	5	4	3	5	31	4,428571
Siswa 32	Perempuan	4	5	5	4	4	5	5	32	4,571429
Siswa 33	Perempuan	5	4	5	4	4	5	5	32	4,571429
Siswa 34	Perempuan	4	5	5	5	4	5	5	33	4,714286
Siswa 35	Perempuan	5	4	5	4	4	4	4	30	4,285714
Mean score		4,143	4,114	4,914	4,143	3,571	3,77	4,771	**29,429**	**4,204082**