



Undergraduate students' perceptions toward Google Classroom integration into EFL classroom: a sequential explanatory study at an Indonesian university

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Abstract

Many academic works of literature have acknowledged Google Classroom (henceforth, GC) in assisting pedagogical practices, particularly for virtual classroom instructions. Yet, there has been limited research about GC investigating participants' views about GC-mediated instructions in an EFL setting. This study investigated Indonesian undergraduate students' perceptions of GC integration in the EFL context. This sequential explanatory mixed-methods aimed to investigate the undergraduate students' views about GC utilization in the EFL domain. Six participants from a private university in Jember, Indonesia, were voluntarily involved in this study. Data were collected through a web-based questionnaire and a series of semi-structured interviews to get in-depth information with respect to their opinions related to GC integration in such a context. The findings report that GC has been recognized for its ease of use, being easily accessible, promoting teacher-student interactions, and creating a more interactive online learning atmosphere. The study concluded with the proposition that the majority of participants were affirmative in accepting GC in their virtual classroom. The analysis also revealed implications for both EFL teachers and students. Limitations and recommendations were then provided.

Keywords: ELT virtual classroom; Google Classroom; Indonesian undergraduate students; LMS

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Introduction

Technology has rapidly evolved to promote digital learning. The integration of the appropriate technology will easily promote interactive online instructions. The use of information communication technology (ICT) can be recognized as an instructional medium to support traditional teacher-directed instructions (Ertmer & Ottenbreit-Leftwich, 2010) that can potentially facilitate students' knowledge retention and academic performances (Rashid & Asghar, 2016; Teng & Wang, 2021). In recent decades, modern technologies serve more sophisticated features to improve the pedagogical practices in the field of language teaching and learning (Li & Ni, 2011; Noori, 2019) that make it easier to meet user needs and create more interactive learning; such as sharing learning materials, managing online assignments, and performing the online assessment (Juan et al., 2018; Raja & Nagasubramani, 2018).

During the coronavirus (SARS-CoV-2) outbreak, educational institutions are forced to change the educational landscape worldwide (Mok et al., 2021) by terminating in-person pedagogical practices. This outbreak began in December 2019 in Wuhan city, the most populous city in central China with a population of over 11 million inhabitants, and has spread rapidly throughout the world (Rashid & Yadav, 2020; Sohrabi et al., 2020; Suleri, 2020). They also pointed out that with high rates of rapid transmission and the number of deaths caused by the virus, the World Health Organization (WHO) declared a pandemic as a global emergency or called a Public Health Emergency of International Concern (PHEIC) on January 30, 2020. As a crisis response to current circumstances, educational institutions enforce the deployment of emergency remote teaching (ERT; Huber & Helm, 2020), typically mediated through a Learning Management System (LMS).

LMS can be conceptualized as an interactive virtual learning environment mediated by web 2.0 software that enables teachers to manage their online courses (Govender, 2010). A number of research studies have found many potential benefits of LMS integration for teaching and learning; such as promoting active learning (Herse & Lee, 2005), increasing students engagement (Nunes & McPherson, 2003), and promoting online interaction among teachers and students (Lonn & Teasley, 2009). In addition, several scholars have focused on capturing the other benefits of LMS as a motivation booster and promoting virtual learning collaboration among students in higher education (HE) setting (Cavus, 2015; Horvat et al., 2015), facilitating online group discussion, having various file-sharing options, posting the class announcement, carrying out the online assessment, as well as submitting and returning course assignment (Hu et al., 2020; Lonn & Teasley, 2009).

Currently, there are so many LMSs integrated into the digital learning environments (e.g., Blackboard, Edmodo, Google Classroom, Moodle, Sakai, Schoology, etc.). This means the growth of various types of e-learning applications is currently increasing. Google itself launches an e-learning application called Google Classroom (henceforth, GC). It is an open-source web-based platform which becomes an important and popular course management application in HE (Jakkaew & Hemrungle, 2017). It is also designed to be a cost-efficient, easy-access, and user-friendly platform (Subandi et al., 2018). It is no wonder that GC's benefits vary, such as quick and easy access to learning content, secure cloud-based storage, collaboration, management, and communication platform that facilitate an effective, paperless cloud classroom (Lonn & Teasley, 2009).

There has been limited research related to GC as an online learning platform (Al-Marouf & Al-Emran, 2018), particularly identifying the challenges and benefits of adopting this system (Heggart & Yoo, 2018). Therefore, we investigated the students' satisfaction with using GC in the English context to bridge this gap. Additionally, recent academic literature has significantly proven that GC has been acknowledged for its benefits in educational sectors. A previous study (Albashtawi & Al Bataineh, 2020) with Syrian diploma EFL students in Jordan indicated that participants demonstrated positive feelings toward GC-mediated classrooms for their ease of use and accessibility.

The existing literature previously mentioned reflects that utilizing GC has been spread widely in many educational institutions worldwide. However, during this coronavirus outbreak, scientific publications on investigating GC in the EFL domain in Indonesia for undergraduate students have been very limited, particularly in exploring the challenges and opportunities of this LMS

adopted in the EFL classroom. Therefore, the main aim of this current study is to investigate undergraduate students' perceptions about the utilization of GC in the EFL domain. Examining the students in the tertiary sector will assist us in capturing both the hindrances and potentials of this remote teaching mode and help us anticipate the potential barriers that emerged. In line with this objective, the following research question was formulated: *How do undergraduate students perceive EFL web-based courses mediated by GC?* This study is expected to provide several practical contributions, such as modeling GC acceptance for undergraduate students in higher education settings and informing policy-makers about the implementation of GC adapted to the online learning model.

Method

Drawing upon the positivism and constructivism/interpretivism research paradigm (Creswell & Creswell, 2018), this current study employed a sequential explanatory mixed-method (Creswell & Clark, 2018; Ivankova et al., 2006; Johnson et al., 2007) in which two steps of data analysis employed in this research. The consideration of employing the sequential explanatory mixed-method research is that the combination of both quantitative and qualitative approaches will present substantial empirical evidence that can achieve a more comprehensive understanding of exploring participants' perceptions about GC-mediated in the EFL setting (Creswell, 2014). Moreover, mixed methods will be powerful to tackle weaknesses that possibly emerge when solely employing a single approach, either solely quantitative or qualitative. Another principal reason for adopting this type of research was to provide data that cannot be obtained using one research method alone. In doing so, we blended and mixed some stages of the study, including data collection procedures, data analysis, and inference techniques. The data-gathering and analysis processes occurred sequentially; they started from analyzing quantitative data collected from a web-based questionnaire and then carried out qualitative data analysis resulting from the interviews.

Context and participants

All the 23 second-year students in the English education department from a private university in Jember, Indonesia, were invited to participate in this current research. In total, six female students voluntarily agreed to participate in this current research as the research participants. The range of participants' age was 20-22 years old. For the process of participants recruitment, we

followed the ethical procedure as proposed by Hammersley and Traianou (2012). Prior to participants' decisions to partake in the study, we sent them the informed consent document that informed them of the aim of the study and the conditions of participants involved in the study. To respect the participants, we also preserved the confidentiality and anonymity of participants by using pseudonyms to protect their privacy. In addition, we provided information regarding their rights to withdraw from the study at anytime and the statements of potential risks in it. The details of the participants' demographics profiling are illustrated in Table 1.

Table 1. Demographics of the research participants

Characteristics	Frequency	Percentage (%)
<i>Gender:</i>		
Male	0	0
Female	6	100
<i>Age:</i>		
20	2	33.33
21	2	33.33
22	1	16.67
46	1	16.67

Data collection

Quantitative strand

We employed a web-based questionnaire (Manfreda & Vehovar, 2008) and a semi-structured interview (Jovchelovitch & Bauer, 2006). A web-based questionnaire was adapted from one recent publication (Kumar & Bervell, 2019). As noted in the previous section, we intentionally designed an anonymous questionnaire to ensure the confidentiality of the participants. We then uploaded this questionnaire via Google Form, following the procedure suggested by Dörnyei and Taguchi (2010). The questionnaire link was then shared via the students' WhatsApp group.

More specifically, the questionnaire consisted of two separate sections. Section 1 aimed to collect participants' demographic data consisting of these three aspects (sex, age, and experiences). Then, in Section 2, we designed the questionnaire using Five-Likert Scale ranging from 1-strongly disagree to 5-strongly agree (SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, and SA = Strongly Agree). The questionnaire consists of 9 items to capture the participants' perceptions in light of their learning process in a virtual learning environment mediated by GC. Specifically, items 1 and 2 were designed to

capture the participants' views regarding the usefulness and easiness of using GC in the classroom. Item 3 captured their perceptions about the role of GC in creating an enjoyable language learning atmosphere. Learning productivity was in items 4 and 5, including the aspect of how GC provided easy access for the students to get their online learning resources and facilitated their learning progress. Items 6 and 7 are concerned about investigating the data with respect to GC in promoting both teachers' and students' online interactions. Items 8 and 9 portrayed the students' views on the time-efficient aspect served by GC and their recommendations to use this 2.0 platform for their future learning. More specifically, all the questionnaire items in more detail are shown in Table 2.

Table 2. Statements of questionnaire items

Aspects	Statements
Perceived of usefulness	1. I find GC useful for my course.
Ease of use	2. It is easy to operate GC.
Learning atmosphere	3. Using GC is fun, enjoyable, and entertaining compared to traditional classrooms.
Learning productivity	4. Using GC enables me to achieve course-related tasks more quickly (downloading notes, assignment submission, etc.) 5. Using GC increases my learning productivity.
GC in promoting interactions	6. I find GC to access online materials and interact with peers and instructors. 7. GC can promote teachers-students and students-students interaction.
Time-Efficiency	8. GC saves my time.
Recommendations	9. I intend to continue using GC in the future.

Qualitative strand

Furthermore, qualitative data was employed to flesh out quantitative data. We adopted the interview guideline adapted from Kumar and Bervell (2019) to collect the qualitative data. We then conducted semi-structured interviews to unearth the participants' perceptions about their experience in using GC. This instrument allowed the participants to provide further explanations and share their feelings about the practices of GC-mediated online courses. Since the SARS-CoV-2 outbreak, we have used WhatsApp Calls to deliver the questions following the interview guidelines. It consisted of 3 items regarding the strengths and weaknesses of using GC, features in GC, and technical problems frequently encountered by participants. Example questions included "What do

you think about the strengths and weaknesses of using GC?"; "What do you think about the best features of GC?"; and "Would you please share your experiences regarding the difficulties you encountered while using or operating GC?" The interviews were conducted in Bahasa Indonesia, the native language of both the interviewer and interviewees, and were performed in approximately 20-30 minutes.

Data analysis

We analyzed the quantitative data collected from a web-based questionnaire by performing statistical analyses including presenting frequencies, means (M), percentages (%), and standard deviation (SD) using the statistical software, SPSS v.25. The reliability of this instrument was also tested using the internal consistency coefficient (Cronbach α), showing 0.878, signaling high reliability (Cohen et al., 2007).

Furthermore, the qualitative data collected from the interview results were recorded and transcribed verbatim. We applied thematic analysis to the interview dataset that includes the process of "identifying, analyzing, reporting patterns (themes) within the data" (Braun & Clarke, 2006, p. 79). We adopted Widodo's (2014) data analysis framework for the data analysis procedures. The first step was familiarizing us with the interview data by listening carefully to the recorded data, transcribing verbal data, and reading and re-reading each transcription multiple times. We then systematically performed coding, providing a space for transcription symbols, classifying all relevant data, and presenting easy-to-read data to interpret the data easily. The next step was interpreting and communicating interview data. Following this, we also provided an opportunity to the participants to either confirm or refute to ensure the accuracy of the data.

Findings

Students' perceptions about the usefulness of GC

The participants were asked about their perceptions of the usefulness of GC. As displayed in Table 3, the result indicated that the majority of participants (n=5, 83.3%) assumed that they could gain great benefits from GC integration into their online classroom. Meanwhile, only one participant (n=1, 16.7%) opted to choose indecisive options (M=4.50, SD= 0.83).

Table 3. Students perceived the usefulness of GC

No.	Question(s)	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	Std. D
1	I find GC is useful for my course.	0	0	16.7 (n=1)	16.7 (n=1)	66.7 (n=4)	4.50	0.83

To follow up the result of quantitative data, a participant commented on a similar point regarding the ease of use of GC.

... I believe that GC helps me a lot in facilitating my online learning. It provides many excellent features in creating and managing my online classroom. ... [It is] like everything in one place. (Student 2)

It is clearly illustrated that the participant recognized the efficacy of GC in facilitating virtual learning environment as it serves many interactive and interesting options to manage online classrooms such as creating new coursework, making the announcement, distributing assignments, turning-in assignments, facilitating online grading system, and carrying out feedback-giving practices. Not surprisingly, she felt like an "all in one" learning app that is highly valuable for her learning. Therefore, this open-source web-based platform gains its popularity among teachers and students around the world over the past decades.

The ease-of-use of GC

The second statement indicated that 100% of participants agreed that this learning platform is very easy to operate, particularly for beginners. Table 4 reflects the result of the statistical analysis of item 2 in more detail.

The findings are supported by the qualitative data findings resulting from the interview indicating that GC is very appropriate for a beginner. They felt easy to operate GC, which provided very simple features. Moreover, no ads are showing while operating GC during the online learning activities. As mentioned by the participants in the interview,

[It is] easy for beginners, ... no ads appear [as like] in the other apps that make me so bored [to use it]. Besides, I felt so quick and easy to log in. (Student 1)

... [One of the strengths of GC is] the ease of access. Though it is the first time I have used it this semester, I do not find any difficulties operating it. I can easily access it from all devices. So, it is so easy for me always keep engaged with the online course. (Student 4)

As excerpted, the participant acknowledged GC in light of its ease of use. These comments perfectly describe that it is so simple to operate GC when setting up or joining a new classroom, particularly for first-time users. The students can easily join their new class simply by using their Google account and a particular class code. In addition, those interview transcripts illustrate that GC-users can easily access it through all computers, smartphones, and tablets.

Table 4. The ease-of-use of GC

No.	Statement(s)	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	Std. D
2	It is easy to operate GC	0	0	0	50.0 (n=3)	50.0 (n=3)	4.50	0.54

On the other hand, one participant reported one of the weaknesses of GC. She sighed heavily as GC does not provide a voice recorder feature that allows students to provide important notes to their friends' works. She commented as follows.

It does not allow us to record my voice to comment on my classmates' works.
(Student 1)

The interview excerpt indicated that the participant expressed her disappointment that there is no voice recorder feature provided by GC to allow its users to comment on their friends' works or just interact with the teacher. In other words, she felt that GC has limitations in allowing users to record their voices to provide feedback to their peer works or interact with the teacher.

The GC-mediated online learning atmosphere

The descriptive statistical analysis results of questionnaire item 3, about GC-mediated online learning atmosphere, reported that almost all participants (n=4, 66.7%) assumed that using GC was fun, enjoyable, and entertaining compared to the traditional face-to-face classrooms. Only two participants (n=2, 33.3%) selected hesitant options (M=4.00, SD=0.89). Table 5 summarizes the results for data analysis on item 3.

The interview results also showed the positive responses that GC could create an interactive and attractive online learning atmosphere. During the SARS-CoV2 pandemic, the participants felt it was convenient to use GC as it could promote student-students and student-teacher interactive interactions in

an online classroom setting. As a participant answered in the interview as follows.

It makes virtual learning more joyful and fun as it has various interesting features such as posting an announcement about assignment deadlines and online tests, ... grade book [to record students' marks], and so forth. (Student 2)

Table 5. The GC-mediated online learning atmosphere

No.	Statement(s)	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	Std. D
3	Using GC is fun, enjoyable, and entertaining compared to the traditional classroom.	0	0	33.3 (n=2)	33.3 (n=2)	33.3 (n=2)	4.00	0.89

Students' learning productivity

Regarding participants' responses on item 4, the result of the statistical data analysis indicated that all participants (n=6, 100%) agreed with the statement. Furthermore, for item 5, almost all participants (n=5, 83.3%) showed positive responses, and only one participant voted for the indecisive option (M=4.17, SD=0.75). Table 6 presents the results of data analysis on statements 4 and 5.

Table 6. Students' learning productivity facilitated by GC

No.	Statement(s)	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	Std. D
4	Using GC enables me to achieve course-related tasks more quickly (downloading notes, assignment submission, etc.).	0	0	0	50.0 (n=3)	50.0 (n=3)	4.50	0.54
5	Using GC increases my learning productivity.	0	0	16.7 (n=1)	50.0 (n=3)	33.3 (n=2)	4.17	0.75

The result of interviews reported the same opinion indicating that GC-enabled environment significantly contributed to students' productivity in learning since it could serve many interactive options for facilitating their learning activities such as downloading notes and online learning resources,

assignment submissions, taking online quizzes, and the provision of feedback-giving and receiving. This productivity in learning facilitated by GC is marked by the efficiency in delivering and managing the online courses that can significantly affect the students' better-quality outputs. Two participants answered as follows.

We can [easily] receive and turn in the online assignments, take quizzes, and [both] sharing and online materials. (Student 1)

Tracking assignments, assignment submission, and receiving teachers' feedback are [also] available in GC. (Student 3)

GC in promoting online interactions

Data presented in Table 7 illustrated the participants' responses on GC in promoting online interaction. It is reported that all participants (n=6, 100%) agreed that GC serves online access to learning materials and promotes online interactions with peers and instructors. Concerning the participants' responses on item 7, there were 5 participants (83.3%) who indicated positive responses on the statement; whereas there was only one participant (16.7%) who opted uncertainly option (M=3.83, SD=9.83). In detail, the participants' responses to items 6 and 7 are presented in Table 7.

Table 7. GC in promoting online interactions

No.	Statement(s)	SD (%)	D (%)	N (%)	A (%)	SA (%)	M (%)	Std. D
6	I find GC to access online materials and interact with peers and instructors.	0	0	0	50.0 (n=3)	50.0 (n=3)	4.17	1.16
7	GC can promote teachers-students and students-students interaction.	0	0	16.7 (n=1)	66.7 (n=4)	16.7 (n=1)	3.83	9.83

Similarly, findings from qualitative data also reported that GC promotes online learning interaction. Student 5 said that it was easy to access online materials via this platform. She responded by saying:

GC facilitates online interaction among us (Teachers and students), ... [It is] easy for me to always keep in touch with my classmates and lecturer. (Student 5)

As aforementioned, the participant acknowledged that GC could be considered as an excellent medium for promoting teacher-student and student-student interaction in online courses. The students can freely discuss the materials with their classmates. Similarly, the teacher can monitor students' discussions and comments posted in GC. The intensities, frequencies, and qualities of interaction among them will establish a social presence that will generate a sense of belonging and connectedness. Also, the total amount of social interaction in online courses can be considered as one of the indicators of the student's success in their online courses. That is why making consistent interaction is crucially important in online courses.

GC in promoting learning efficiency

Table 8 illustrates participants' responses to questionnaire item 8. The results of the data analysis reported that participants (n=4, 66.7) voted for the positive responses. However, there were participants (n=2, 33.3) who opted for neutral options (M=3.83, SD=7.53).

Table 8. Learning efficiency facilitated by GC

No.	Statement(s)	SD (%)	D (%)	N (%)	A (%)	SA (%)	M (%)	Std. D
8	GC saves my time	0	0	33.3 (n=2)	50.0 (n=3)	16.7 (n=1)	3.83	7.53

Further, we found the same voice stating that GC could facilitate flexible learning. The participants could access the online materials, quizzes, and assignments flexibly. One participant said:

... It is so interesting that we can easily access materials from anywhere and turn in the assignment and quizzes simultaneously. ... It makes me more effective and efficient. (Student 2)

As mentioned, the participant acknowledged GC as a convenient tool that allows its users to access teaching-learning materials, assign tasks, and design online quizzes without any time-space restrictions. This flexibility in learning will make the online courses more efficient and engaging.

GC recommendation employed in EFL classroom

The results of item 9 concerning participants' responses on the recommendation to use GC in the EFL classroom reported that almost all participants (n=5, 83.3%) recommended using GC in the EFL classroom in future time.

Meanwhile, only one participant (16.7%) opted hesitant option (M=4.33, SD=8.16). The results of data analysis on questionnaire item 9 are summarized in Table 9.

Table 9. Recommendations on incorporating GC

No.	Statement(s)	SD (%)	D (%)	N (%)	A (%)	SA (%)	M (%)	Std. D
9	I intend to continue using GC in the future.	0	0	16.7 (n=1)	33.3 (n=2)	50.0 (n=3)	4.33	8.16

The interview results revealed the same findings indicating that participants highly recommended GC for their future learning. This can be seen from the following excerpt.

... So awesome, that was promising. I can find lots of benefits when I am using it. Of course, I will use it in the future and tell my friends to use it. (Student 2)

This excerpt can perfectly describe that GC is a promising digital tool serving myriad learning benefits leading to the students' satisfaction in using it. Therefore, the majority of participants highly recommend this app to be employed in their future learning.

Discussion

The data analysis resulted from two set findings of the questionnaire, and semi-structured interview revealed that most participants' responses demonstrated in positive ways. Findings from the benefits of using GC during learning activities will be elaborated. The first statement indicates the perceived usefulness of using GC. From the quantitative and qualitative data findings, the participants' responses reported that the result of this statement proved GC is useful for their course. It implies that this platform is easier to facilitate teaching and learning activities in this disastrous situation. This finding confirmed the previous studies (Al-Marroof & Al-Emran, 2018; Al-Marroof & Salloum, 2021; Kumar & Bervell, 2019) that GC is easy and useful for facilitating their learning process. As such, this will lead to positively affecting their engagement. However, a recent study by Francom et al. (2021) claimed the opposite findings. They reported that GC is quite difficult to operate because of the new features

that need time to adapt. Therefore, educational institutions should promote GC utilization to be employed frequently in EFL classrooms.

The result of participants' responses on item 2 stipulates ease of use of GC. It is similar to the qualitative findings reported that GC was very accessible for the beginner. This result is in line with several recent academic publications (Al-Marouf & Al-Emran, 2018; Al-Marouf & Salloum, 2021; Filho et al., 2019), which found that the majority of the participants agreed.

Similarly, participants' responses on item 3 indicated high agreement. They (66.7%) confessed that they enjoyed studying via this LMS learning platform. The result of qualitative data also claimed that using GC was convenient since there was no advertisement while online learning was in progress. These findings confirm the recent study (Al-Marouf & Salloum, 2021), revealing that GC learning activities offer many opportunities, enjoyment, and entertaining virtual learning environments.

Analysis of item 4 revealed the participants' responses showed a very high agreement (n=6, SA=50%, A=50%), admitting that GC provides quick access for downloading notes, online assignment submission, and online assessment, which is congruent with the qualitative data resulting from the interview. One contemporary study (Lonn & Teasley, 2009) has also reported similar findings indicating that this platform makes the students easier to access the course materials, submit their online assignments, and take both formative and summative online assessments. Another study by Ahmad et al. (2020) has also confirmed those findings; however, it provides an interesting note that the other apps have replaced the functions of teacher-students interactions (e.g., Facebook, Kahoot!, and WhatsApp). Online interactions among them do not optimally occur during the online classroom session. It can infer that the teacher must incorporate another social media platform to promote both teacher-students and student-students interactions.

From this convenience in operating GC, the result of learning productivity showed a high-level indication in item 5. Most participants (83.3%) reported that using GC can facilitate the learners' learning improvement. The result of qualitative data also mentioned that the ease-of-use GC could stimulate learning productivity. Moreover, we found the influences on learners' development in the previous study showed positive attitudes on utilizing GC. When comparing the quality of teaching and learning productivity before and after using GC, one more recent study (Waree, 2019) found that the quality of teaching and learning productivity was much higher after using GC. The result of data analysis on item 6 revealed that GC could assist the participants in accessing online material regularly. Yet, the qualitative data showed the lack of

GC because no peer-discussion features facilitate the students to work in pairs or in-group. Further, the result of statement 7 reported a high percentage of positive responses, indicating that GC can promote student-teachers and student-students interaction, similar to the findings from several previous studies (Gupta & Pathania, 2021; Khalil, 2018). Nevertheless, one contemporary research found the opposite findings stating that GC does not allow its users to upload images, videos, and post URLs that can limit interactions among teachers and students.

Finding from the result of the eighth statement indicates students learning efficiency showed that one-third of participants' responses opted to choose the indecisive option. The result of qualitative data also claimed that GC could easily access online learning resources and submit assignments flexibly. Also, the high level of agreement revealed that the majority of participants felt the efficiency of using GC, similar to one recent study (Gupta & Pathania, 2021). Contrary to those studies, one recent publication by Francom et al. (2021) makes counterevidence claim since this platform has limited features on assignment dropbox, arranging teaching-learning schedule, the deadline for an upcoming assignment, and the calendar feature.

The next statement (item 9) investigated the recommendations on incorporating GC. The analysis also reported that the participants were mostly satisfied with using GC. Therefore, the participants intended to use this online learning platform for their future learning. These findings were congruent with a recent publication (Al-Marouf & Salloum, 2021) reporting a high level of agreement on the continuation of using GC in the future. Moreover, Gupta and Pathania (2021) reported that the result of the data analysis found that 63% of participants opted to recommend GC as a promising software for facilitating virtual learning classrooms in the future.

Conclusion

The current study investigates undergraduate students' perceptions about GC integration into EFL classrooms at a private university in Jember, Indonesia. The statistical data and thematic analysis resulting from a series of interviews reveal that GC has been recognized as a user-friendly application, particularly for those who are not familiar with this app. The result of data analysis also reported that this digital tool could offer a more enjoyable and entertaining online learning atmosphere, promotes social interaction among teachers and

students, provides time-saving activities, and solves the other problematical distance learning.

As aforementioned, we can propose some implications addressed to EFL teachers. The findings of this current study will be unquestionably valuable for EFL teachers as inputs to anticipate the potential barriers that possibly emerge in future learning so that s/he can create the most suitable virtual classroom design in such context. However, like in other research, this current research has several limitations that should consider. First, this current research investigated only the students' perceptions of GC utilization in higher education from the undergraduate students' perspectives. Hopefully, any other research will investigate the GC integration into the EFL classroom from the instructors' perspectives. Secondly, we carried out the study in a very short period. Therefore, it is suggested for future research to investigate the impact of GC integration in a longitudinal study. Third, this study was only involved the undergraduate students from the English Education Department as the research participants. It is highly recommended to investigate the participants from the other department.

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