استكشاف آراء الطلبة الليبيين الدارسين للغة الإنجليزية كلغة أجنبية حول فعالية استخدام فصول قوقل للتعلم عبر الإنترنت

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الملخّص

لقد أصبحت فصول قوقل منصة تعليمية معروفة ، و تهدف هذه الدراسة إلى الحصول على نظرة ثاقبة لتصورات طلاب المرحلة الجامعية في قسم اللغة الإنجليزية كلغة أجنبية فيما يتعلق بالتعلم عبر الإنترنت، يعتمد هذا البحث في جمع المعلومات على استخدام استبيان و مقابلة مع بعض الطلبة، و قد شارك في هذه الدراسة 54 طالبًا من طلاب قسم اللغة الإنجليزية في كلية الآداب والتربية بجامعة صبراتة حيث شارك 48 طالبًا في ملء الاستبيانات وتم عمل مقابلات مع 6 طلبة منهم، تبين أن لدى غالبية الطلاب موقف إيجابي تجاه فصول قوقل كتطبيق تعليمي إذ يرون أنه سهل وعملي و له عدة فوائد و لكن له بعض العيوب كذلك.

Investigating Libyan EFL Students' perceptions of using Google Classroom for online learning

Abstract

Google Classroom has become a popular online learning platform. This study aims to gain insights into undergraduate EFL students' perceptions regarding online learning through Google Classroom. This research adopts a mixed-method approach. The instruments for gathering data for this study are a closed-ended questionnaire and a semi-structured interview. 54 EFL students at the Department of English, College of Arts and Education, Sabratha University were involved in this study; 48 students participated in filling up the questionnaires and 6 of them were interviewed. The majority of students have a positive attitude towards Google Classroom as a learning application because of being easy, fruitful and practical. However, Google classroom has some flaws as well.

1.1 Introduction

The 21st century has been marked with rapid changes in several areas like global economy and technology, which have affected culture, society, as well as education. Technology has started to have a big impact on all of the sectors in our lives including the educational system (Oktaria and Rohmayadevi, 2021; Rahmah, 2021). E-learning is a direct result of the integration of technology into education (Al-Fraihat et al., 2020). Online learning has grown all over the world, especially in the higher education context, and Libyan universities are not an exception.

During the Covid-19 Pandemic, which affected the human mobility and interactions including education activities, alternative educational ways for students had to be presented. Consequently, most university teachers resorted to teaching online (Suwaed, 2021).

There are several applications to support online-based learning such as Zoom and Google Classroom. Google Classroom is an online learning platform that allows the communication and interaction between teachers and students (Abdalla et al., 2021). Google Classroom helps teachers manage teaching materials and assignments efficiently (Surani and Hamidah, 2020). Although the pandemic is over, many teachers still use Google Classroom as a supplementary tool to facilitate the teaching activities and promote independent learning (Cakrawati, 2017). Alssager and Nasir (2021), some Libyan researchers, also suggest using Google Classroom in addition to the traditional classes.

1.2 Aim of the study

This study aims to gain insights into undergraduate EFL students' perceptions regarding online learning through Google Classroom to support the teaching and learning process.

1.3 Research questions

In order to achieve the aim of this study, the following questions are formulated:
1. What are the perceptions of EFL students at the Department of English/ Sabratha University

towards using Google Classroom in the learning process?

2. Do students think that Google Classroom can help them in their learning process?

1.4 Research objectives

In order to answer the research questions, this study has set the following objectives:

1. To investigate the EFL students' perceptions towards using Google Classroom in the learning process at the Department of English/ Sabratha University.

2. To determine whether or not Google Classroom can help students in their learning process.

1.5 Significance of the study:

Investigating student's perceptions is one of the most practical ways for evaluating teaching effectiveness (Ridho et al., 2019; Qudratullah et al., 2020). Understanding the successful online platforms can offer suggestions for teachers and students to improve online learning experiences (Fedynich et al., 2015). Thus, findings of this research might enhance EFL teaching and learning.

2. Literature review

There are different applications that help online learning, and Google Classroom is one of these online learning platforms. According to Ridho et al. (2019), Google Classroom is a simple and manageable learning platform that makes it possible for students to learn in any place and at any time without the need for face-to-face interactions with their teachers and classmates. It was developed by Google in 2014 for academic purposes to support teaching and learning activities (Warman, 2022). Ahmed and Rehman (2021) indicate that through Google Classroom, material can be created and shared by teachers, tasks can be assigned, and quizzes can be conducted. This gives students a bigger chance and more time to practise English language while interacting and collaborating with their teachers and peers (Sibuea and Lia, 2018; Abdalla et al., 2021). In addition, students' opportunities of learning are increased when teachers' feedback is provided. As argued by Sibuea and Lia (2018), online education platforms like Google Classroom require a stable learning management system that can be easily accessed by both instructors and learners.

2.1 Perception

According to Kashyap (2018), perception is a process in which information from a group of people is collected and interpreted to make decisions and actions based on them. Perception is a subjective process; that is, a person may view things in a different way from the others. Gauging students' perceptions is so important for the teachers who want to improve their teaching practices and to avoid making mistakes when dealing with their students and the material they teach. Teachers' perceptions influence deeply the success of the teaching process (Dabarera et al., 2014). Schat (2014) points out that people's beliefs and experience shape their perceptions.

2.2 The benefits of using Google Classroom as an online learning programme

Ahmed and Rehman (2021) summarise the advantages of Google Classrooms in few phrases. They point out that using Google Classroom can guarantee practising teaching and learning in one place because it allows teachers and students to manage working anywhere and at any time and to track work and give feedback, grade assignments and quizzes, post announcements and discussions, and be flexible to use other applications with Google Classroom.

Google Classroom can help students practise language skills, enrich their vocabulary capacity, and improve their understanding of the contents (Cakrawati, 2017). Through a study that was carried out by a colleague in the same department, Suwaed (2021) indicates that Google Classroom can enhance the writing skill. Furthermore, clarity of instruction can be improved in Google Classroom (Kacetl and Swamradova, 2020).

Trying to demonstrate the features of Google Classroom as an efficient learning tool that can help to improve students' skills, abilities, discipline, and independent learning, Oktaria and Rohmayadevi (2021) studied how Google Classroom is effective. Google Classroom is beneficial for students since it can be used as a resource to store the document materials that teachers post after the class as a review or before the class for pre-reading to activate their background knowledge. This can make students understand the topic faster and in a better way and consequently this saves teachers' time and effort. It can also give a practical solution for absent students as it creates an English environment outside the class and as a result, this might increase students' exposure to English. Google Classroom is also easy to access on any forms of gadgets like personal computers, tablets or smartphones. This easy accessibility helps to make Google Classroom easy to learn and use.

Abdalla et al. (2021) attribute the easiness of using Google Classroom to being part of the technology, which most current students find appealing. Thus, since most students have no essential difficulties operating the features related to Google Classroom, students save time and effort through using it. Google Classroom is a good learning tool to supplement face-to-face discussions and a good collaboration platform for students and teachers, which is helpful for students in improving their learning and increasing engagement. (Oktaria and Rohmayadevi, 2021; Shana et al., 2021). However, as mentioned by the Iraqi researchers (Jawoosh et al. 2023), the results of their study showed a negative attitude by Iraqi students to Google Classroom about its ease of use, perceived usefulness, and interaction.

In addition to facilitating the learning process, saving time, overcoming the distance, increasing cooperation and discussion among students, and being environmentally friendly, Ong et al. (2020) believe that Google Classroom can be more effective in the teachers and students' lives and job-careers as it can improve their ability to use technology wisely. As argued by the Saudi researchers (Alharbi et al., 2019), "it is essential to train instructors and students how to integrate technology into teaching and learning". Moreover, because Google Classes do not allow advertisements and do not use student content or data for advertising purposes as well as being provided free of charge, Asih et al. (2019) assure that they are safe and affordable classes. Also, using online learning platforms in EFL classrooms may motivate learners because it can gain students' attention and maintain students' interest. Students can concentrate more and develop their evaluation abilities (Warman, 2022). Google Classroom can satisfy students because it increases their motivation through offering active participation in online class activities and access reference materials (Oktaria and Rohmayadevi, 2021).

In addition, Saputri (2020) and Kacetl and Swamradova (2020) point out that Google Classroom supports individual activities. Rahmawati (2020) believes that Google Classroom is easy and effective for submitting assignments because students can access and send the assignments easily from anywhere without having to meet face-to-face with their teachers. According to Ridho et al. (2019) and Asih et al. (2019), the active participation in online discussions is one of

the tasks that Google Classroom allows to help students improve their learning, which makes Google Classroom an effective learning tool. Ridho et al. (2019) assert that Google Classroom can support students' learning, as it is easy to use because students can receive and submit assignments and quizzes, and do tasks online. Students enjoy using it due to its simplicity in supporting their learning. Moreover, Google Classroom can support the participants in practicing English outside classrooms since, in Libya; English is only a foreign language and classes of English are almost the only places where students practise and communicate in English.

Google Classroom can also have health benefits. Warman (2022) appreciates the effectiveness of online learning programmes like Google Classroom for preventing the transmission of viruses as in the COVID-19 epoch. What makes Google Classroom practical is being available for free to everybody wherever they are and whenever they like with high security standards (Ahmed and Rehman, 2021).

2.3 Challenges of using Google Classroom

Ridho et al. (2019) mention some disadvantages of using Google Classroom such as being time-consuming when learners do not know how to use it properly and when they find it difficult to follow the procedures of Google Classroom. It can also give a chance for plagiarism and taking others' works. One of the biggest problems that might face some students is having no Internet connections or very poor Internet connections and slow-speed Internet (Cakrawati, 2017; Ridho et al., 2019) especially in rural areas (Warman, 2022). Wi-Fi on campus is also still unavailable in addition to the expensive cost of Internet data package at home (Warman, 2022). As suggested by Shana et al. (2021), technical training can be promoted to learn more about Google Classroom, which is rather underestimated in Libya.

According to Saputri (2020), Google Classroom cannot support group work and cooperative learning since writing comments is the only feature that can support group discussion in Google Classroom. However, Warman (2022) and Ridho et al. (2019) assert that it increases the students' collaboration and active participation in online discussion. Unlike Goyal (2012) who believes that the paper books will soon be replaced in the form of touch-screen tablets, Rahmawati (2020:1) argues that "Learning by Google Classroom cannot

replace face-to-face lecture activities" and it may result in students' failure to understand lecture material. Surani and Hamidah (2020) consider lack of understanding the material in online learning a serious difficulty for learners. On the other hand, Asih et al. (2019) and Sibuea and Lia (2018) assert that learning using Google Classroom can facilitate understanding the lesson material provided, due to the way of presenting it and it can build effective learning activities encouraging learners to study on their own at their own pace and in their own time. Another challenge of online learning as Lin et al., (2017) argue is how to help students learn actively, independently, and continually, especially that students have to refresh the page regularly to get the new announcement as there is no auto-update feature in Google Classrooms (Saputri, 2020).

Warman (2022) highlights some bad effects of such platforms on learners' lives like the lack of physical interaction in addition to the distractions at home. According to Sibuea and Lia (2018), Google Classroom has proved to be inconvenient as a means for facilitating interaction because students prefer instant messenger applications instead. Learners view Google Classroom as an application for educational purposes only, not for communication. Accordingly, discussions between teacher and students exist only when they need clarification, or when the teacher wants to score the discussion. This might contribute to the little impact of e-learning on students compared to traditional learning (Abbasi et.al, 2020).

As far as teachers are involved, Google Classroom can be demanding. According to Fedynich et al. (2015), one of the challenges that can face teachers when using Google classroom as an online teaching platform to enhance students' desire to learn is to offer sufficient support to their students and do their best to satisfy their needs through varying the instructional design and delivery.

Surani and Hamidah (2020) believe that in order to face the challenges, minimise the obstacles as well as maximize the achievements of learning outcomes, online learning should be well planned and systematically evaluated. Exploring students' perceptions can be a step forward towards such evaluations.

3. Methodology
This study adopts a mixed methods approach. Creswell (2009) states that mixed methods use the strengths of both qualitative and quantitative research.

3.1 Instruments
There are various types of methods for collecting quantitative and qualitative data for research. The variety of techniques can make the data more substantial and valid (Zohrabi, 2012). The tools for gathering data for this study are closed-ended questionnaires and semi-structured interviews.
3.1.1 Questionnaire
Questionnaires tend to be reliable, economical in terms of time and money; possible to be mailed, and because they are anonymous, they encourage more honesty although not guaranteed (Cohen et al., 2011). The questionnaire is used to investigate students' perceptions towards Google Classroom. This Questionnaire is adapted from Cakrawati (2017), Anggraeni et al. (2019) and Ridho et al. (2019). In addition to the personal data, the questionnaire consists of 35 statements with closed response items. It has a five-point Likert scale, ranging from (1) 'strongly disagree' to (5) 'strongly agree' to show to what extent participants agree or disagree with each statement. The items are divided into five themes, namely, the easiness of Google Classroom, its effectiveness, importance and benefits, tendency for motivation, and Google Classroom flaws.
3.1.2 Interview
Interviews are very effective in research in education (Burton et al., 2014). Semi-structured interviews were conducted to clarify some information from the questionnaire through gathering rich descriptive data about EFL learners' opinions about using Google Classroom in the learning process. The interview consists of eight main questions with some follow-up sub-questions that are divided into five themes like the questionnaire: the easiness of Google Classroom, its effectiveness, importance and benefits, tendency for motivation, and Google Classroom flaws.
3.2 Participants
All of the students of the Department of English in the faculty of Arts and Education at Sabratha University were invited to participate in the questionnaire and interview except for first-year students because they have not joined google classroom yet and consequently including them would be invalid. For interviews, the researcher asked all of the participants who submitted the questionnaires to take part, and only six of them

volunteered to participate. The Participants were interviewed in English.

3.3 Procedure

This study was conducted during the academic year 2022/2023. Since the students have been using Google classroom for some years, they were sent the link of the questionnaire in a Google Classroom to fill in through google forms in a voluntary way, including all of the targeted population through random sampling to guarantee neutrality and avoid bias. Afterwards, six interviews were conducted face-to-face at university. After collecting data through closed-ended questionnaires and semi-structured interviews, data was analysed through importing the data sheets from Google Forms to Excel.

3.4 Questionnaire Analysis

In order for the collected data to be understood, they need to be processed, analysed and interpreted (Bryman et al., 2007). The data from the students' closed-ended questionnaires were imported from Google forms to Excel to find out the percentage of the responses to each statement and then the results were interpreted descriptively.

The first part of the questionnaire analysis is concerned with the personal data of the participants such as gender (73.3% females, 26.7% males), age group (from 17 to 25 years old or more), and academic level of study.

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Access to Google Classroom is easy.	2.1 %	2.1 %	10.4 %	43.8 %	41.7 %
Google Classroom is accessible from all devices: all computers, smart mobile phones, and tablets.	0 %	4.2 %	10.4	60.4 %	25 %
Google Classroom Application is easy to use.	0 %	0%	10.4 %	50.0 %	39.6 %
Google Classroom provides quick and easy access to Assignment.	0 %	0%	16.7 %	37.5 %	45.8 %

The above table indicates that the majority of participants find Google Classroom easy in different ways: easy to access (85.5%) from all suitable devices (75.4%), easy to use (89.6%), and easy to do and submit assignments through (56%).

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Google Classroom Application increases students learning performance.	0%	10.4%	33.3%	43.8%	12.5%
Google Classroom Application allows students to give feedback and get immediate feedback from their teacher.	0%	0%	6.3%	56.3%	37.5%
When students are absent, they can easily access class material and assignment through Google Classroom.	0%	0%	6.3%	50%	43.8%
With Google Classroom, there is no need for paper or worrying about printing.	2.1%	6.3%	8.3%	45.8%	31.3%

As illustrated in this table, most students agree that Google Classroom is important as it increases students' learning performance (77.1%) as well as the learning motivation. It also allows students to give feedback and get immediate feedback from their teachers (93.8%). When students are absent, it allows them to access the material and assignments (93.8%), and it decreases the importance of paper and printing (77.1%).

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Google Classroom Application is interesting for students.	2.1%	16.7%	27.1%	27.1%	22.9%
Google Classroom as a learning medium can increase learning motivation.	2.1%	10.4%	25%	56.3%	6.3%
I think online activities and discussions in Google Classroom can motivate me to learn more about the lessons.	0%	8.3%	25%	41.7%	25%
I think the use of Google Classroom increases the effectiveness of learning.	0%	6.4%	31.9%	44.7%	17%
I think the use of Google Classroom makes my reading experience more interesting.	0%	18.8%	27.1%	33.3%	20.8%
Students feel comfortable when using Google.	0%	12.5%	22.9%	41.7%	22.9%

This table reveals that students think that Google classroom is interesting (50 %), and it can raise students' motivation (62.6%) as online activities and discussions in Google Classroom can motivate them to learn more about the lessons (66.7%). This motivation can increase the effectiveness of

learning (61.7%), and it might make the reading experience more interesting (51.1%), especially

that, a big number of students feel comfortable when using Google (64.2%).

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Google Classroom saves time and effort by doing and submitting assignment electronically.	0%	0%	16.7%	43.8%	39.6%
I think Google Classroom is convenient to use especially in submitting assignments.	2.1%	4.2%	18.8%	47.9%	27.1%
Google Classroom helps speed up the assignment process more effectively.	0%	2.1%	27.1%	45.8%	25%
With Google Classroom, I can get announcements or assignments to be more flexible.	0%	2.1%	16.7%	60.4%	20.8%
Google Classroom allows effective communication and sharing.	0%	6.3%	14.6%	52.1%	27.1%
I think Google Classroom facilitates interaction and communication between teacher and students.	0%	2.1%	10.4%	58.3%	29.2%
Google Classroom facilitates effective feedback and fresh comments and remarks.	0%	0%	14.6%	64.6%	20.8%
I think the reference material (videos, books, articles) and the assignments posted by my teacher in Google Classroom help me to improve my learning and to understand the contents of the lessons better.	0%	0%	10.4%	60.4%	29.2%
I think the use of Google Classroom helps me practise my language skills.	0%	22.9%	25%	37.5%	14.6%
I think Google Classroom helps me enrich my English vocabulary capacity.	12.5%	16.7%	22.9%	47.9%	12.5%

The above table tries to investigate how students can benefit from using Google Classroom. According to the responses of the participants to the different items in this table, it appears that the majority of students think that Google Classroom is very beneficiary and students get several benefits using it. Most of them (83.4%) think that it saves time and effort by doing and submitting assignment electronically through providing a quick and easy access to their assignments (76.1%), speeding up the assignment process more effectively (70.8%), being more flexible in getting announcements and assignments (81.2%) and submitting them at any time (75%). In addition, Google Classroom allows

effective communication and sharing (79.2%), facilitates interaction between teacher and students (87.5%), and opens doors for effective feedback and fresh comments and remarks (85.4%). Moreover, the majority of students (89.6%) indicate that the use of Google Classroom helps them to improve their learning and to understand the contents of the lessons better through the reference material (videos, books, articles) and the assignments posted by their teachers. It may also help them to practise their language skills (53.1%) and to enrich their English vocabulary capacity (60.4%).

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Access to Google Classroom is always available.	4.2%	14.6%	25%	39.6%	16.7%
Internet network speed affects the use of Google Classroom.	2.1%	4.2%	22.9%	39.3%	31.3%
During Google Classroom courses, students are able to get help when they have questions.	0%	0%	6.3%	39.6%	54.2%
Because of the slow-speed Internet, I think Google Classroom can be frustrating.	2.1%	2.1%	31.9%	55.3%	8.5%
I think Google Classroom might be costly as I need an Internet access and a gadget to use.	6.3%	29.2%	37.5%	18.8%	8.3%

This table shows that more than half of the students (56.3%) believe that Google Classroom can be more effective when access to Google Classroom is available and Internet network speed is good (68.9%), which provides a quick and easy access to

material and assignment (83.3%), and students can get help when they have questions (93.8%)**.** On the other hand, Google Classroom can be frustrating when the Internet-speed is slow (63.8%) or costly.

Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I prefer reading my courses in paper form instead of reading them through Google Classroom.	4.2%	12.5%	20.8%	41.7%	20.8%
I do not like using Google Classroom on my phone because the small sized screen causes me difficulty in typing.	8.3%	45.8%	16.7%	20.8%	8.3%
I think it is difficult to use Google Classroom as a learning application.	16.7%	41.7%	16.7%	20.8%	4.2%
I think Google Classroom requires a long time to master its use.	12.5%	50%	25%	8.3%	4.2%
I think Google Classroom might be time demanding.	2.1%	27.1%	37.5%	22.9%	10.4%
I feel burdened doing assignments given by the teacher through Google Classroom.	6.3%	35.4%	27.1%	27.1%	4.2%

Although (77.1%) of students agree that using Google Classroom decreases the importance of paper and printing, many of them (62.5%) still prefer studying in paper instead of reading on screen, specially the small sized screens of phones (29.1). Some students (58.40) believe that using Google Classroom as a learning tool can be challenging specially for those who take too long to learn how to use it. Furthermore, some students (33.3) think that doing assignments via Google Classroom might be time-consuming typing instead of writing on a paper. Nonetheless, almost half of them (41.7) do not mind using Google Classroom.

3.5 Interview data analysis

This part of the study interprets the results of the qualitative data obtained from the semi-structured interviews to explore the EFL learners' opinions about Google Classroom, and how effective it can be for their learning process and performance. The sample involved six students who study in the Department of English at Sabratha University. Firstly, the background of the participants is provided. Then, the students' experience with Google Classroom is shown like years of using Google Classroom, and the number of subjects in which they use it. In addition, the participants were asked about the type of Internet resource they have, and the type of gadget they use to join it. Afterwards, it inquires about the interviewees' perceptions regarding the learning environment and process involving Google Classroom.

Interviewee profile

Interviewee	Gender	Study Level	Years of using GC	Number of Subjects
Learner 1	Female	Y 2	2 Years	3 Subjects
Learner 2	Female	Y 2	2 Years	3 Subjects
Learner 3	Male	Y 2	2 Years	3 Subjects
Learner 4	Female	Y 3	3 Years	5 Subjects
Learner 5	Female	Y 4	3 Years	6 Subjects
Learner 6	Female	Y 4	3 Years	6 Subjects

The interviewees are either in the 2nd, 3rd or 4th Year. The students in the 1st Year are not involved because they have recently started their studies and they have not joined Google Classroom yet. As shown in the above table, the students have been using Google Classroom for two to three years in two to six subjects.

According to the interviewed learners' replies, Google Classroom is easy to access and use when they have a good Internet resource, which is not the case with half of them who use SIM-card Internet while the other half use other fixed Internet recourses. Learner 5 said, "When the Internet is weak, it can be hard to join Google classroom or download material and videos in particular".

Learner 2 adds, "What makes it worse is the instability of electricity in Libya, which has been the case for several years now". All of them claim that they feel comfortable joining Google Classroom on their phones with their small screens. Learner 4 said that having to use Google Classroom made her practise English more.

Learners talked about several benefits they can obtain using Google Classroom. Learner 6 explains, "Commitment and time-management are some of the skills that most we develop when we abide by the deadlines to submit assignments and quizzes". Learner 1 said, "Google Classroom is cheaper as it reduces the learning cost being free to join and to get E-books instead of hard copies that

can be very expensive or unavailable". Still, some students are traditional preferring face-to-face classes to online classes. Learner 4 said, "It is better to have both traditional classes and online classes. They are complimentary to each other". This is what is called 'blended learning'.

In response to the question, "Do you enjoy using Google Classroom?" four interviewees indicated that Google Classroom is not that interesting or motivating when it is compared to other applications. Nevertheless, none of them worries about being absent as they can access the classes online and check what they miss.

Based on her experience, Learner 6 pointed out some technological restrictions that might encounter some students such as not understanding how Google Classroom works, not being able to join a specific Google Classroom nor access the lecturers' account, and some students even submit their assignments from their classmates' accounts. Two interviewees complain about not being able to post pictures in the comment area. Furthermore, Learner 3 attracts the attention to an important point that is related to saving time through using Google Classroom that being impossible to use it offline might tempt some students to use other programmes which will distract them and waste time instead.

3.6 Discussion

Based on the data-analysis of both the questionnaires and the interviews, most participants find Google Classroom easy to use, convenient to access from any smart device, and simple to complete and turn in assignments. This agrees with the literature (Suwaed, 2021; Oktaria and Rohmayadevi, 2021; Ridho et al., 2019; Asih et al., 2019). However, some students find it challenging to master using Google Classroom and it might require much time to use it flexibly. This agrees with Ridho et al. (2019), but it disagrees with Hanif et al. (2018) who claims that students are so familiar with mobile devices, and using their applications is quite popular for them. In fact, Google Classroom can be practical when students and teachers have a reliable online source, which is not the case for some of them. It can be difficult to get into Google Classroom or download specific materials and videos when the Internet is poor. This matches some previous studies like Cakrawati (2017), Ridho et al. (2019) and Warman (2022).

Thinking about this generation's addiction to Internet, it was surprising for the researcher that all

of the interviewed students assured that they prefer face-to-face classes and paper books because they provide a good chance of interaction and commitment. This is consistent with Alssager and Nasir (2021) and it is rather consistent with the results of the questionnaire, as some students still prefer studying on paper than reading on a screen, especially the small screens of phones even though they admit that using Google Classroom lessens the importance of paper and printing. Furthermore, some students believe that doing assignments online through Google Classroom may take more time involving more typing than writing on paper. However, over half of them say they have no problem using Google Classroom because it can help improve their English skills like the reading and writing skills. This is in line with Oktaria and Rohmayadevi (2021) and Abdalla et al. (2021).

A large number of students acknowledge the importance of Google Classroom since it improves both learning motivation and performance. Moreover, it enables students to provide feedback and receive prompt responses from their teachers. The bad effect of the absence of students is reduced through using Google Classroom as it gives them access to the content and assignments they have missed. This is consistent with some previous studies such as Goyal (2012) and disagrees with Rahmawati (2020). On the other hand, most interviewees stated that when compared to other applications, Google Classroom is not as stimulating or inspiring. This mismatches Saputri's (2020) result that students never get bored to use Google Classroom in their learning process.

Because of the online activities and discussions in Google Classroom, students find the platform exciting and feel more motivated to learn more about the courses being taught. Such motivation can improve learning outcomes and potentially make reading more engaging, especially that many students find Google to be easy to use. This agrees with Warman (2022).

It seems that most students believe that Google Classroom is quite beneficial and using it offers multiple advantages. The majority of them believe that completing and turning in assignments online saves time and effort because it makes assignments quicker and easier to access, allows for greater flexibility in receiving announcements and assignments, and allows assignments to be turned in at any time. Furthermore, Google Classroom makes it easier for students and teachers to

communicate, permits efficient communication and sharing, and creates opportunities for insightful feedback and distinctive comments. This is in the same line of thoughts of Suwaed (2021). In addition, many students say that using Google Classroom enhances their ability to learn and helps them comprehend the course material more fully. Moreover, the majority of students indicate that the use of Google Classroom helps them to improve their learning and to understand the contents of the lessons better through the reference material such as videos, books, articles and the assignments posted by their teachers. They might benefit from developing their language abilities and expanding their vocabulary in English. This matches the literature like Oktaria and Rohmayadevi (2021) and Saputri (2020).

Over half of the students think that Google Classroom can be more effective when it is accessible and the Internet network speed is fast, allowing for easy and rapid access to assignments and material and the ability for students to get help when they need it. On the other side, if Internet speed is Suwaed, H. (2021)expensive or slow, Google Classroom may become burdensome. This is in line with Cakrawati (2017), Ridho et al. (2019) and Warman (2022).

The conclusion that can be drawn from the data analysis of the questionnaires and the semi-structured interviews shows that the research objectives that are related to the lecturers' perceptions were achieved.

4.1 Conclusion

This research paper aims to explore EFL students' perceptions toward the use of Google classroom. 54 students were involved in this study; 48 participated in filling up the questionnaires and 6 of them had interviews. Several conclusions have been drawn from the research findings. First, it could be concluded that the majority of the students have a positive attitude towards Google Classroom and highlight its importance. They think it is an easy and fruitful learning application. Moreover, most students believe that Google Classroom is practical because it can be used anywhere and at any time with no need for face-to-face interaction with their peers and teachers although some of them prefer blended learning involving both online classes and traditional classes. This can help Google Classroom to offer a good opportunity for EFL learners' exposure and practice of English. Google classroom might raise students' motivation

as online activities and discussions in Google Classroom can motivate them to learn more. This motivation can increase the effectiveness of learning. Through using Google Classroom, we can eliminate some obstacles that affect the learning and teaching process such as the limited time devoted to English classes, the lack of textbooks, which has led to inconsistency of syllabi, and the overcrowded classes owing to inadequate infrastructure. Overall, Google Classroom is useful, satisfactory, and easy to use and learn. Using any smart device with an Internet connection can make Google Classroom convenient as it allows students to access their class materials and assignments whenever they like and wherever they are.

However, like everything else, Google classroom is not perfect. It can be time-consuming for those who have difficulty in following the procedures of Google Classroom or teachers' instructions, or those who are distracted by other online applications. Time-consumption can be worse when the Internet is weak. In addition, some students have no access to the Internet, which might hinder their learning process and make them lag behind their classmates, and this might be frustrating and could result in failure. It seems that Google Classroom does not support individual differences among learners; nevertheless, it is still one of the recommended platforms for online learning.

4.2 Recommendations

Being responsible for facilitating the whole teaching process, teachers can ask their students for their ideas and write a report on what they did well and what they struggled with so as to use such views for possible course changes to attract their students' attention and encourage them learn better and more. Understanding the elements of successful Google Classes would offer suggestions for teachers to improve their teaching practices and to facilitate their Students' online learning experiences

In order to prepare students for their careers in future, more focus should be put on instructional technology to cope with the current situation and highlight the importance of e-Learning applications. To make the e-learning system useful and successful, the education system and universities should pay attention to the big influence of IT infrastructure services and must

support investing in these services to improve the system, and information and delivery quality.

Training-workshops should be supported to assist students to develop the required skills for using on-line learning platforms like Google Classroom.

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