Google Classroom-based Online English Learning Material: The Practice and Perception

Harlina Sudaryani[1]

[1] Master of English Education, Universitas Terbuka

ABSTRACT

The research aims to explore the Implementation of Google Classroom-based Online English Learning during Covid 19. It was descriptive qualitative research through a case study. The instruments used for collecting data were a questionnaire, interview, and observation. The researchers distributed questionnaires to a total 72 Accounting and Finance (AKL 1 and AKL 2) students of State Vocational High School 1 Purwodadi. However, only 12 participants were selected randomly to interview. This study found that Google Classroom-based Online English Learning is in line with existing learning steps where it offers numerous benefits for students. The English learning materials were helpful and interesting, the English learning materials given contained the latest materials, the English learning materials easily through Google Classroom, and English learning performance increased by learning English materials through Google Classroom.

Corresponding Author:

Harlina Sudaryani
Email: harlin445@gmail.com

1. INTRODUCTION

English is an essential international language that should be learned since it has a significant role as a medium for communication worldwide (Pratiwi, Prasetyo, & Ardiasih, 2023). It is the most widely utilized medium of communication in most countries. The country's language distinction can be united using English (Brumfit, 2001). In Indonesia, educational activities are carried out traditionally. Students come to school and meet their teachers to study together.

However, since the World Health Organization (WHO) declared the Coronavirus disease (Covid-19) a pandemic, it has disrupted many activities. This pandemic caused massive problems for the economy, industry, and Indonesian citizens, particularly in educational activities. The presence of the coronavirus has pushed the Indonesian government to temporarily closes schools; regarding the health of students, teachers, and employees. Dhawan (2020) reported that many academic institutions, including schools, colleges, and universities, are being pushed to switch from traditional in-person teaching and learning to online learning.

The Indonesian government also implements policies that transfer conventional classrooms to online ones through its Ministry of Education, Culture, Research, and Technology. In facing the

Covid-19 outbreak in the educational environment, the teaching and learning activities in school are replaced by online learning (Sela, Azhar, & Samanhudi, 2022). Teachers have to conduct online learning classrooms in the teaching and learning process since online learning is the best choice during the Covid-19 pandemic.

In Indonesia, most people who study English as Foreign Language (EFL) should attend a school or an educational environment only. This makes they have insufficient opportunities to acquire English as the target language (Sutrisna, Ratminingsih, & Artini, 2018). As the Covid-19 pandemic has spread over the world, students could not practice face-to-face (F2F) learning activities with their teachers due to periods of social distancing throughout the pandemic (Marlin, Saehu, Yundayani, 2021). Consequently, English learning also takes place at home using online or technology-driven learning. Research conducted by Zhang, D., Zhao, J. L., Zhou, L., and Nunamaker, J. F. (2004); suggested that the utilization of the web and multimedia technology will change the method of knowledge transfer and might be used as alternate learning in conventional classrooms.

The Indonesian government is undertaking several attempts to support online learning, including adjusting educational regulations during the pandemic through the joint decree (SKB) 4 Ministers, creating an Emergency Curriculum, and providing Learning From Home programs on TVRI and TV Education (Suharti, 2022).

Online learning is a learning process with accessibility, connectivity, flexibility, and abilities that create various learning interactions and use the internet (Moore, Dickson-Deane & Galyen, 2011). Online learning is learning that is conducted digitally and uses electronic technology. According to Herawati, Sundari, & Suciati, (2023), technological development is constantly advancing and keeps taking a bigger role in society, including in education. Salainti and Pratiwi (2021) more exolain that, the collaboration of Digital Technology and learning has become one great topic recently. Therefore, the teacher should develop digital teaching and learning resources and employ the best technology to teach English that suits the students' levels and characteristics.

In online learning, Learning Management Systems (LMS) are commonly used to support teaching and learning activities. LMS is a software application that can be used for administrating, documenting, tracking, reporting, and even presenting educational resources (Sibuea, 2018). The teacher may use many Learning Management Systems (LMS) developed by experts, like Moodle, Edmodo, Schoology, Joomla LMS, Google Classroom, and many others. Among these LMS, Google Classroom is the one that is commonly used to facilitate online learning at high school levels. It is an online platform that was first introduced in 2014 by Google Inc (Luckerson, 2015). The teachers decided to use Google Classroom since it has several advantages offered by the platform itself. It also has many features and facilities that can be utilized to support online learning (Putri and Dewi, 2019).

Google Classroom allows teachers to control classrooms every time and everywhere. It is one of Google the suite Apps for Education, which is a free and cloud-based tool that includes Gmail, Calendar, Hangouts, Drive, Docs, Sheets, Slides, and forms (Alssager & Nasir, 2021; (Sela, Azhar, & Samanhudi, 2022). The teacher will directly deliver material, information to the students, announcements, and assignments to the students in the online class (Lynch, 2020). According to Sukmawati & Nensia (2019), Google Classroom offers many fascinating features that might maximize online learning implementation. This platform was created to promote an interactive online learning environment where teachers can share material in images, videos, or links.

Google Classroom is used at many levels of school. One of the levels that implements Google Classroom for online learning is Vocational High School (SMK). SMK is a formal education that organizes vocational education at the secondary education level as a continuation of Junior High

School (National Education System Law No. 20 the year 2003). Vocational High School prioritizes developing students' abilities in certain types of work, preparing students in the work field, and also developing personal attitudes (Government Regulation Number 29 year 1990). Based on the explanation above, SMK students must be proficient in all fields with specific fields to be selected. Vocational High School students are prepared to enter the world of industry or work and enter the free market era, which is increasingly modern and with growing creativity.

Vocational High School students must master several competencies to support them later in the work world. One of the competencies that they have to master is English. One of the English materials that Vocational High School students must master is Recount Text. It is an essential material since it is beneficial when students enter the world of work. They use English to interact and exchange experiences by using recount text.

The research is focused on the use of Google Classroom for teaching English as a Foreign Language to Vocational High School students, so the subject of this research is Vocational High School students. According to Pennington (2009), they have some characteristics in learning English. Their characteristics include the need to comprehend the goal and significance of instructional activities, to be motivated both internally and externally, to have created cognitive obstacles due to years of academic failure and lack of self-confidence, to want to overcome the learning obstacles, to develop short- and long-term personal goals, and, finally, to accept personal responsibility for learning goals.

Research conducted by Soni (2018) that investigated Google Classroom utilization resulted in the knowledge of teachers in SMK Negeri 1 Bangkinang increasing regarding the use of E-Learning, Blended Learning, and using Google Classroom.

A study by Astuti, T. and Indriani, L (2020) investigated the students' perceptions of utilizing Google Classroom at the Vocational High School of Nusawungu. There are some data from this study based on the findings and discussions. The research concluded that Google Classroom has several advantages for teachers and students based on the questionnaire's answers. It can be used as a medium or platform for online learning, particularly in light of the pandemic. When used effectively, Google Classroom enables students to study apart from their teacher.

Related to using Google Classroom for online learning, some students and teachers are still unfamiliar with Google Classroom because it is their first time using it. Before the pandemic, learning and teaching were done conventionally, with teachers and students meeting in the classroom. However, the learning process is forced to be performed entirely online in this pandemic condition. Therefore, teachers use Google Classroom to facilitate teaching and learning. Besides, teaching and learning activities using Google Classroom are challenging for teachers and students, such as there is no proper network infrastructure and worthy technologies facilities, and also low mastery of students and teachers in using technology (Hikmatiar et al., 2020).

Based on the explanation above, the writer decided to describe the use of Google Classroom to support students' online English learning and analyze the practice and students' perceptions of online English learning using Google Classroom during the COVID-19 pandemic.

2. METHOD

This session presented the research methods done to answer the research question of how the Implementation of Google Classroom-based Online English Learning according to the researchers' observation. This finding were also elaborated based on students' perception related to the google classroom-based online materials. The researchers did the study when the COVID-19 pandemic happened in Indonesia. The research was done at SMK Negeri 1 Purwodadi. Data were collected by

giving questionnaires to informants via Google form, interviews with several students, and class observations.

The questionnaires were given to 72 students. The questionnaires were given online using Google Forms. The questionnaire distributed consisted of four statements about English material perception. The interviews were conducted with 12 students. The 12 students were chosen randomly from 72 students. So, the interview was done with not all subjects since the researchers wanted to get deeper information from the informants. It was conducted to explore the answers given by the students when answering the questionnaire in line with learning material. The statements should be responded are as follow

Table 1
Questionnaires and interviews statements

1	The English Learning Materials Used In Google Classroom are Very Helpful and Interesting
2	The English Learning Materials Given Contain the Latest Materials
3	I Understand English Learning Materials Easily Through Google Classroom
4	My English Learning Performance Increase By Learning The English Materials Through Google

The class observations were carried out in 1 class using observation guidelines. The observation technique was used to complete the data that had been found. The researchers did an online observation by joining as a participant in Google Classroom. The researchers saw the process of online learning activities in Google Classroom.

3. RESULTS AND DISCUSSION

This session presented the research findings done to answer the research question of to investigate the effectiveness of Google Classroom-based Online English Learning Material. The findings were obtained from the questionnaire, interview, and observation. Following table and figure 1 are the details of questionnaire distribution and returns.

Table 2
Research Questionnaire Distribution Data

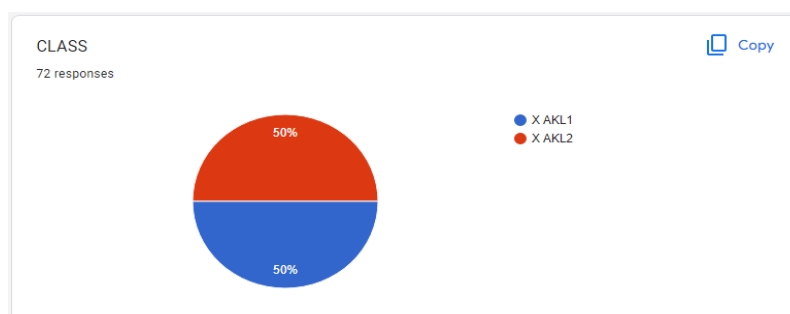| No.	Description	Total
1	Distributed questionnaire	72
2	Returned questionnaire	72
3	Non returned questionnaire	0

Figure 1 Research Questionnaire Distribution Data

Table 1 and figure 1 showed that the number of research questionnaires distributed to the respondents was 72. The returned questionnaires were 72, so the rate of returned questionnaires reached 100%. Of the 72 returned questionnaires, all were completed entirely. Therefore, the data that can be obtained is 72, with a percentage of 100%.

Students' perceptions of online English learning material using Google Classroom for online English learning during pandemic Covid-19

The following Figure 1 contains the questionnaire result regarding students' perceptions of online English learning material using Google Classroom for online English learning during pandemic Covid-19.
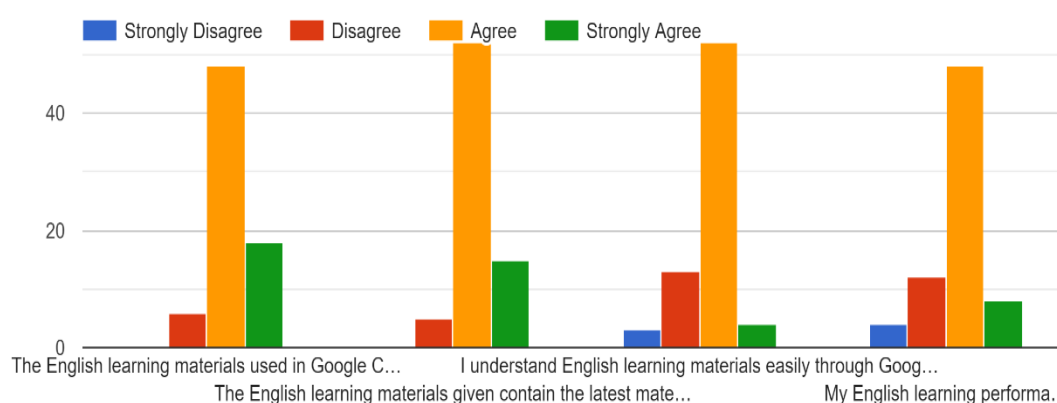
1. **Questionnaires and Interviews**

Figure 1. Students' Perceptions On The English Learning Materials Using Google Classroom For Online English Learning During Pandemic Covid-19

Further explanation of each question in the questionnaire about students' perceptions on the English learning materials using Google Classroom for online English learning during pandemic Covid-19 can be seen in the following explanation. The following explanation is a further explanation of each question

a. *The English Learning Materials Used In Google Classroom are Very Helpful and Interesting*

Table 3
The English Learning Materials Used In Google Classroom are Very Helpful and Interesting

No.	Items	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	6	8,3
3	Agree	48	66,7
4	Strongly Agree	18	25
	Total	72	100

From statement number 1, no student selected strongly disagree, 6 (8.3%) students selected disagree, 48 (66.7%) students selected agree, and 18 (25%) students selected strongly agree, as shown in Table 2. As shown in the percentage, most of the students agreed with the statement, "The English learning materials used in Google Classroom are very helpful and interesting".

Based on the interview, 10 (83,3%) students stated that the English learning materials were helpful and interesting. As the students said:

"Yes, because the material provided in Google Classroom is quite easy to understand." (Student 2)

"It's helpful because the material provided increased my understanding of the English subject". (Student 8)

"Yes, I think the material given is quite helpful. Because it can help me to study at home". (Student 10)

While 2 (16,7%) students stated that the English learning material was not helpful and interesting, it can be drawn from the students' answers that most students stated that the English learning materials used in Google Classroom were very helpful and interesting for them.

b.   *The English Learning Materials Given Contain the Latest Materials*

Table 4
The English Learning Materials Given Contain the Latest Materials

No.	Items	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	5	6,9
3	Agree	52	72,2
4	Strongly Agree	15	20,8
	Total	72	100

From statement number 2, no student selected strongly disagree, 5 (6,9%) students selected disagree, 52 (72,2%) students selected agree, and 15 (20,8%) students selected strongly agree, as shown in Table 4.3. Based on the percentage, most of the students agreed with the statement, "The English learning materials given contain the latest materials".

While based on the interview, 10 (83,3%) students stated the English learning materials given contained the latest material, and 2 (16,7%) students stated that the English learning materials given did not contain the latest material. From those responses, the researchers concluded that most students stated that the English learning materials given contained the latest materials, as can be seen from the students' statements:

"I think the material is the latest material, and it is always in accordance with the topics discussed." (Student 2)

"Yes, because the material provided by the teacher is very relevant to be used now." (Student 8)

"Yes, the English material given is always new material." (Student 10)

c. *I Understand English Learning Materials Easily Through Google Classroom*

Table 5

I Understand English Learning Materials Easily Through Google Classroom

No.	Items	Frequency	Percentage
1	Strongly Disagree	3	4,2
2	Disagree	13	18,1
3	Agree	52	72,2
4	Strongly Agree	4	5,6
	Total	72	100

From table 4.4, 3 (4,2%) students selected strongly disagree, 3 (18,1%) students selected disagree, 52 (72,2%) students selected agree, and 4 (5,6%) students selected strongly agree. As shown in the percentage, most of the students agreed with the statement, "I understand the English learning materials easily through Google Classroom".

The result of this statement was the same as the result of the interview: most students stated that they understood the English learning materials easily through Google Classroom. It can be seen from the students' answers:

> *"The material is easy to understand because the explanation given is easy to understand."* (Student 1)
>
> *"Yes, I quite understand the material given in English learning through Google Classroom."* (Student 7)
>
> *"Yes, the material is easy to understand."* (Student 9)

The interview results showed that 8 (66,7%) students stated that the material was easy to understand, and 4 (33,3%) students stated that they still had difficulty understanding the material.

d. *My English Learning Performance Increase By Learning The English Materials Through Google*

Table 6

My English Learning Performance Increase By Learning The English Materials Through Google Classroom

No.	Items	Frequency	Percentage
1	Strongly Disagree	4	5,6
2	Disagree	12	16,7
3	Agree	48	66,7
4	Strongly Agree	8	11,1
	Total	72	100

From table 4.5, 4 (5,6%) students selected strongly disagree, 12 (16,7%) students selected disagree, 48 (66,7%) students selected agree, and 8 (11,1%) students selected strongly agree. As shown in the percentage, most of the students agreed with the statement, "My English learning performance increases by learning the English materials through Google Classroom".

From the interview, 9 (75%) students thought that their English performance increased by learning the English materials through Google Classroom, as stated by 2 informants as follows:

"Yes, Mrs., my grades have increased." (Student 8)

"Yes, my grades are better than before." (Student 11)

"Yes, Mrs., because the material is easy to understand so that I can do the test, and I got a good mark." (Student 12)

While the rest of the informants, 3 (25%) students, thought differently. Their marks did not increase at all. From the interview results, it can be concluded that most of the students' English learning performance increased by learning English materials through Google Classroom.

2. Observations

Besides giving questionnaires and doing interviews, the researchers also did an observation of the online English learning activities using Google Classroom. The researchers joined the Google Classroom class to do the observations. Following are the results of the observation. At the first meeting, the teacher sent the attendance list using Google Forms for the students to be filled in. The teacher gave material about Recount text to the students. The material about Recount text was given in the form of video and PowerPoint. There was no discussion about the topic there. The teacher only gave the material, and the students did not ask anything about the material given.
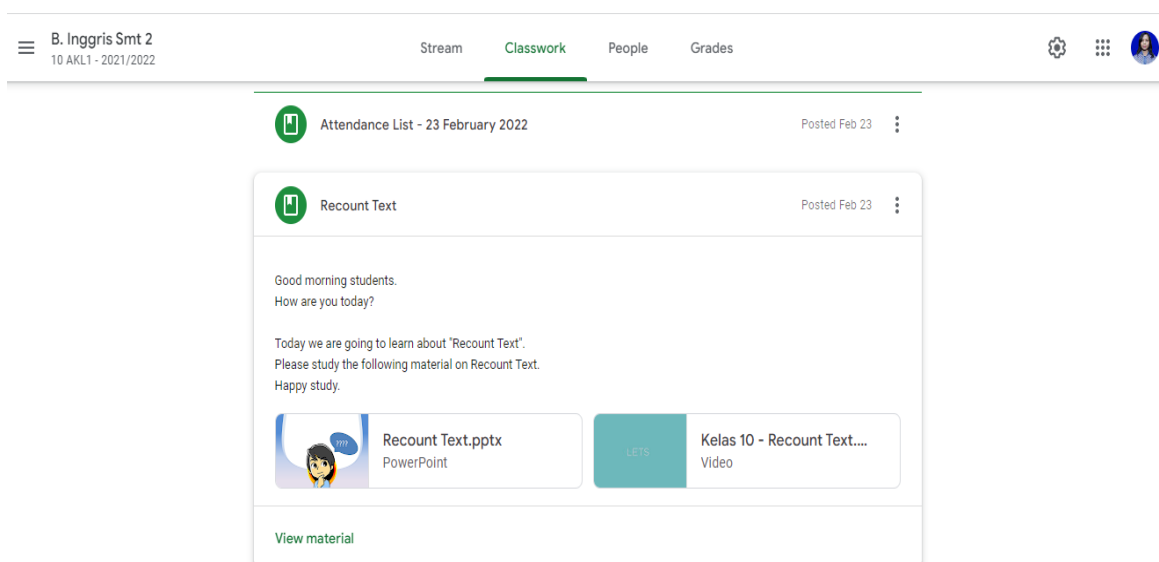

Figure 2 The learning process in the first meeting

At the second meeting, the teacher gave an attendance list for the students to find out who was present and who was absent from the class. At this meeting, the teacher explained about Recount text to the students. The teacher also gave some time to the students to participate in the discussion. To

support the topic being discussed in the Google Classroom, the teacher gave a video explaining the Recount text.
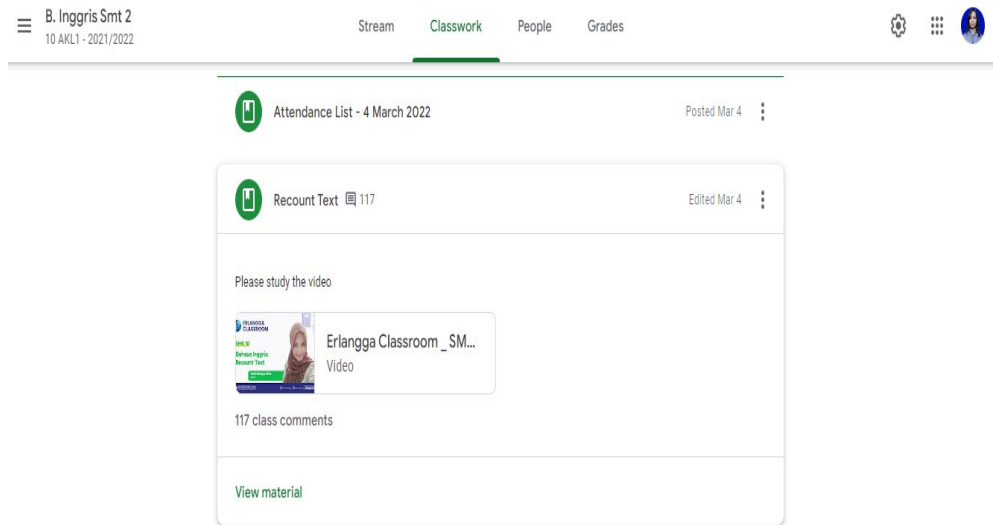

Figure 3 The learning process in the second meeting

At the third meeting, the students had to fill in the attendance list given by the teacher. After that, the teacher gave the students an assignment about Recount text in the Google Form, and the teacher gave the instruction and the deadline of the assignment.
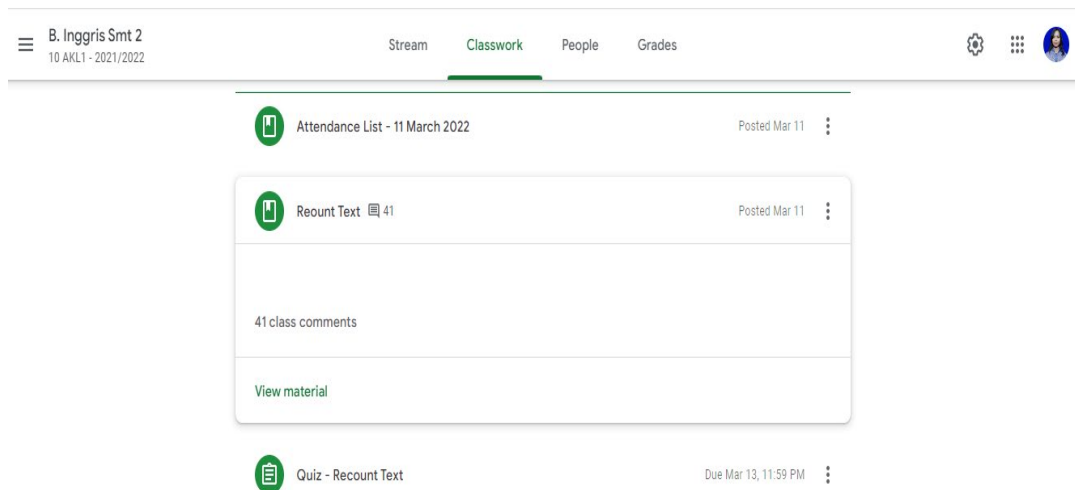

Figure 4 The learning process in the third meeting

At the fourth meeting, the teacher gave an attendance list, and the students should fill it in. After that, they have to do the daily test about Recount text using Google Forms that the teacher gave. The teacher gave a due date to do the daily test.
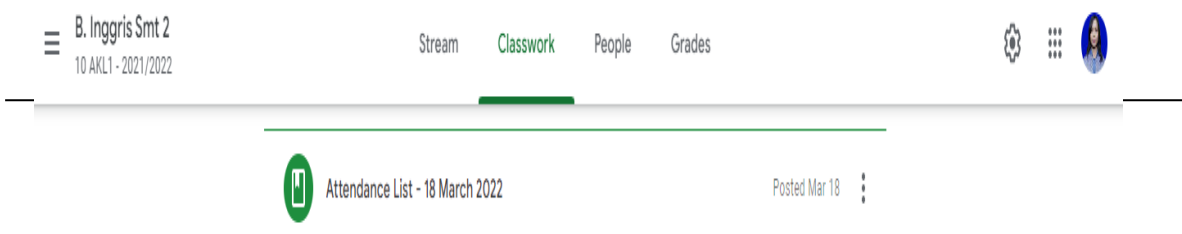
Figure 5 The learning process in the fourth meeting

The following data are based on the results of class observations on the research that has been done.

Table 7
Class Observation

No.	Aspects being observed	Yes	No
1	Teacher provides attendance list	V	
2	Teacher provides material	V	
3	Students ask questions about the material	V	
4	There is a discussion about the material	V	
5	Teacher gives assignment with a deadline	V	
6	Teacher gives a daily test	V	
7	Students do the assignment	V	
8	Students submit the assignment on time		V
9	Teacher grades and returns students' assignment	V	

From the class observation, it can be concluded that the teacher or students did almost all of the aspects being observed. There is only one aspect that was not done by the students; that is, the students submitted the assignment on time. Most of the students submit the assignment on time, but there are only some who did not submit their assignments on time.

4. DISCUSSION

In this section, the researchers observed the learning activities in Google Classroom. The observation showed that English learning using Google Classroom during pandemic Covid-19 was held once a week as scheduled by the school. Before the teaching and learning process, the teacher has already prepared the material that would be delivered to the students in Google Classroom. As the researchers saw in the observation, there was an interaction between the teacher and students in the learning process. The interaction was done by using the comment column in Google Classroom.

The teacher asked about the students' conditions at the beginning of the learning activities. The teacher also asked the students to fill in the attendance list so that the teacher knew who was absent that day. Then the teacher told the students about the learning objectives related to the topic being discussed. After telling the students about the learning objectives, the teacher delivered the material to the students. The teacher delivered the material using Powerpoint and a video related to the topic. The students respond to what was

conveyed by the teacher to them. Some students answered the teacher's questions, and some asked questions about the topic of the day in the comment column. So, there was a discussion and question and answer that happened in the learning process.

The teacher concluded the material studied that day at the end of the lesson. The teacher also gave a task to the students using Google Forms and asked them to do it. After that, the teacher told the students about the topic that would be studied the following week. Then, as a closing, the teacher closed the learning activities by saying goodbye to the students and told them that they would see each other again the following week.

At another meeting, the teacher also gave a formative test on the topic that had been discussed to the students using Google Forms. The test was given to check the student's understanding of the material given. The students were given some time and timelines to finish the test.

Besides observing on the process of online English learning using Google Classroom, the researchers also found how the perceptions of the students on the English learning materials using Google Classroom for online English learning during pandemic Covid-19.

This research also found that most students responded positively about the material used in Google Classroom for online English learning during pandemic Covid-19 because the materials given were helpful and interesting. The material helps the students in online English learning. The materials help the student understand the topic of the lesson. The materials are also interesting for the students since the teacher gave many types of material in Google Classroom. In Google Classroom, the teacher uses video, PowerPoint, and YouTube to teach the lesson's topic.

According to the students, the materials provided in Google Classroom were the latest materials. These were in accordance with the topics in the latest students' handbook. The students also felt they could easily understand the materials in Google Classroom. The teacher gave videos, PPTs, and YouTube to support the topic of the lesson that the students studied. These helped them to understand the topic of the lesson.

Students also realized that the materials they learned through Google Classroom supported their English performance. Their marks were increased because the materials given were clear and easy to understand. It made them do the test well and get better marks than before using Google Classroom

5. CONCLUSION

The English learning materials were helpful and interesting, the English learning materials given contained the latest materials, the English learning materials easily through Google Classroom, and English learning performance increased by learning English materials through Google Classroom.

The Indonesian government also implements policies that transfer conventional classrooms to online ones through its Ministry of Education, Culture, Research, and Technology. In facing the Covid-19 outbreak in the educational environment, the teaching and learning activities in school are replaced by online learning. Teachers have to conduct online learning classrooms in the teaching and learning process since online learning is the

best choice during the Covid-19 pandemic. Online learning is a learning process with accessibility, connectivity, flexibility, and abilities that create various learning interactions and use the internet is conducted digitally and uses electronic technology.

In online learning, Learning Management Systems (LMS) are commonly used to support teaching and learning activities. LMS is a software application that can be used for administrating, documenting, tracking, reporting, and even presenting educational resources. One of them is Google classroom. Google Classroom has many features and facilities that can be utilized to support online learning. However, some students and teachers are still unfamiliar with Google Classroom because it is their first time using it. Before the pandemic, learning and teaching were done conventionally, with teachers and students meeting in the classroom. Thus, the study were conducted.

In fact, the researchers' anxiety about the decrease in teaching and learning quality was not proved due to this current study found that Google Classroom-based Online English Learning is in line with existing learning steps where it offers numerous benefits for students. The English learning materials were helpful and interesting, the English learning materials given contained the latest materials, the English learning materials easily through Google Classroom, and English learning performance increased by learning English materials through Google Classroom.

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