



PRIMARY CHINESE SCHOOL ENGLISH LANGUAGE TEACHERS' PERCEPTIONS
TOWARDS THE USAGE OF GOOGLE CLASSROOM

SASHVETA DARSYINI A/P SEGARAN

UTAR

A RESEARCH PROJECT

SUBMITTED IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

FACULTY OF ARTS & SOCIAL SCIENCES

UNIVERSITI TUNKU ABDUL RAHMAN

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SASHVETA DARSYINI A/P SEGARAN

APPROVAL FORM

This research paper attached hereto, entitled “Primary Chinese School English Language Teachers’ Perceptions Towards The Usage Of Google Classroom” prepared and submitted by Sashveta Darsyini A/P Segaran in partial fulfillment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

Date: _____

Supervisor

Ms. Geetha A/P Veerappan

ABSTRACT

This study explored on the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom and the challenges faced by them in using it. Both qualitative and quantitative methods were used in this research study. There were 30 primary Chinese school English Language teachers from 5 different schools in Ipoh whom participated in this research study. All 30 participants were involved in answering the questionnaire in which 5 of the participants were involved in a semi-structured interview as well. The findings of this research study identified that majority of the primary Chinese school English Language teachers were satisfied with the usage of Google Classroom due to its effectiveness as an active teaching and learning tool. However, this research study also found out that all the primary Chinese school English Language teachers do face challenges in using Google Classroom due to external factors.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Date : 14TH APRIL 2021

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LIST OF ABBREVIATIONS

Abbreviation

1	Information and Communication Technology (ICT)
2	Corona Virus Disease (COVID-19)
3	Frog Virtual Learning Environment (FROG-VLE)
4	Google Apps for Education (GAPE)
5	Technology Acceptance Model (TAM)
6	Perceived Ease Of Use (PEOU)
7	Perceived Usefulness (PU)
8	Theory of Reasoned Action (TRA)
9	Information Technology (IT)
10	Statistical Package for the Social Sciences (SPSS)
11	English as Second Language (ESL)
12	Operating Systems (OS)

CHAPTER I

INTRODUCTION

1.0 Introduction

This chapter comprises the background of study, statement of problem, objectives and research questions. Then, followed by the significance of the research. Lastly, the limitation of the study along with the definition of terms related to this research which concludes this chapter.

1.1 Background of Study

All children are brought up with skills to speak, read, write and listen aside from children who comes from an underprivileged background and living. On the contrary, another integral skill for all children to acquire now is the information and communication technology (ICT) skills due to the major transformation in education lately. Recently, the education field has gone through a significant shift from teacher-centred to student-centred (Azhar & Iqbal, 2018). Previously, teachers were the source of information in the classroom but as for now teachers part in the learning process has been more extensive (Azhar & Iqbal, 2018). There is a great deal of prominence that has to be given by all teachers in integrating technology in the classroom with creative teaching approaches which allow students to reach the learning goals (Hwang et al., 2015). On top of that, the usage of information and communication technology (ICT) in education has turned into a need amid the most recent years especially during the COVID-19 pandemic (Aziz, 2020).

Besides, the rapid growth of information and communication technology (ICT) not long ago had made huge enhancements with regard to the teaching and learning process in education. Technology does not simply give the learners the opportunity to take control of their learning, yet additionally provides the learners to have a limitless knowledge over which teachers has no control

of it (Lam & Lawrence, 2002). Integration of information and communication technology (ICT) in a classroom can change the manner in which teachers teach and extremely supportive in strengthening student-centred approach as well as in increasing higher-order thinking skills and empowering activities which includes teamwork among the students (Haddad, 2003, as cited in Adedokun-Shittu & Shittu, 2014). According to Graham (2006), the integration of information and communication technology (ICT) in a classroom can also permit students to have more individualize and self-reliant learning.

On the other hand, information and communication technology (ICT) integration in education is said to convey positive impacts to teachers and students as it gives the openness, collaboration and more room for students' participation in teaching and learning activities (Chouthaiwale & Alkamel, 2018). One of the aims of information and communication technology (ICT) incorporation in education is to prepare the students in the school with proper information and communication technology (ICT) skills that are required and essential for the current education system (Oliver, 2002). Besides, a great development in integrating information and communication technology (ICT) into its education has been accomplished by Malaysia. According to Mahmud (2013), Malaysia is undoubtedly one of the leading nations in Asia that have launched a deliberate information and communication technology (ICT) based education progression in policies which were put up in the Sixth Malaysia Plan (1990-1995). These policies were smartly developed as a definitive objective where every one of these endeavours is to upgrade the learning and innovation capability of the nation.

Besides, with these established policies over the years, the Education Policy Review of Malaysia have located various learning applications which can be used by teachers in order to enhance the classroom effectiveness under any sort of situation and to facilitate as well as to boost

students' engagement in both teaching and learning process (Northey et al., 2015). In 2012, an application called Frog Virtual Learning Environment (Frog VLE) through a project named iBestariNet was introduced by the Ministry of Education of Malaysia in order to boost and support the teaching and learning process which take place in all the government primary and secondary public schools (Majid & Hasim, 2019). Frog Virtual Learning Environment (Frog VLE) since 2012 has been an application that supports the teaching and learning process which is conducted online in all government public schools including both primary and secondary (Shen et al., 2017). However, the implementation of Frog Virtual Learning Environment (Frog VLE) did not last for a long term as there were several limitations. According to Yoke (2019), it was difficult to execute the iBestariNet project by supplying Internet coverage to all schools and to make sure all schools in rural areas specifically in Sabah and Sarawak has access to Frog Virtual Learning Environment (Frog VLE) application which required the Education Ministry of Malaysia to look for a more authentic and feasible application. Teachers mentioned that Education Ministry of Malaysia spent a huge sum of money on the iBestariNet project where Frog Virtual Learning Environment (Frog VLE) application was introduced but yet many teachers and students in rural areas particularly in Sabah and Sarawak did not have the chance to use it (Rajaendram, 2019). The teachers also classified this application as not a user-friendly application where one of the reasons given were facing difficulties in navigating the application (Rajaendram, 2019).

Then, the Education Ministry of Malaysia introduced an application called Google Classroom after the withdrawal of Frog Virtual Learning Environment (Frog VLE) in order to boost education to extra high level (Yoke, 2019). Google Classroom is an application initiated by Google Apps for Education (GAPE) in the year 2014 which is free for teachers and students (Azhar & Iqbal, 2018). This application was meant to facilitate the learning process conducted in various

schools, universities and other educational institutions (Azhar & Iqbal, 2018). According to Azhar and Iqbal (2018), Google Classroom can also be effectively utilized by the teachers during the classroom period where the teaching and learning process needs to be carried out. Google Classroom also act as a platform that can be used by teachers to conduct virtual classes where teachers can provide various task to the students (Ridho et al., 2019). Besides, the popularity of Google Classroom rose worldwide during the COVID-19 pandemic when a home-based learning implementation took place (Okmawati, 2020). Accordingly, in this COVID-19 pandemic, Malaysian teachers used Google Classroom to continue providing the students the knowledge by conducting online lessons in order to make sure the students constantly obtain knowledge (Arumugam, 2020). According to Okmawati (2020), Google Classroom was meant to be said as a solution to carry out the teaching and learning process effectively as a real-life classroom setting.

Therefore, it is worth investigating the primary Chinese school English Language teachers' perceptions towards the usage of Google Classroom and the challenges faced by them in using it. Along these lines, this study aims to address the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom and also to identify the challenges faced by the primary Chinese school English Language teachers in using Google Classroom.

1.2 Statement of Problem

In the recent era, information and communication technology (ICT) is constantly being a major part in daily life at schools (Zelkepli et al., 2016). Thus, there is a need for teachers to be prepared with the basic skills to utilize information and communication technology (ICT) successfully in a language learning classroom (Zelkepli et al., 2016). On top of that, it is pointed out that teachers are the main assets to guarantee the utilization of information and communication

technology (ICT) adequately in schools during the teaching and learning process in a language learning classrooms (Zelkepli et al., 2016). According to Som and Daud (2008), all teachers should consume some principles that are vital such as capable to accept the revolution in schools and have the bravery to attempt new pedagogies like technologies based application into their teaching process in order for them to adapt easily with the changes they face in the present or might in the future.

Currently, during this pandemic of COVID-19, the usage of an online application called Google Classroom rose among the teachers in order for them to continue providing the students with knowledge when all schools had to close down in order to stop the spread of the corona virus (Okmawati, 2020). However, whether the teachers are using the features of this application correctly or to the fullest is still unidentified (Heggart & Yoo, 2018). It is said that there is insufficient review or investigation carried out on the online learning applications as they are being utilized (Abeysekera & Dawson, 2015). According to Chen and Denoyelles (2013), these online learning applications may be integrated into all language learning classrooms with no full understanding on the effect shown during the execution of the teaching and learning process. The lack of proper execution of online learning applications that are carried out can lead to a failure in achieving the participation of the students and the learning outcomes of the particular lesson (Chen & Denoyelles, 2013). These failures can happen not due to the limitations of the online learning applications instead due to the inadequate analysis carried out on the online learning applications about how far these applications can be best used (Chen & Denoyelles, 2013). This means that if there is a lack in maximizing the use of Google Classroom, the expected outcome may not be achieved at its best.

On the other hand, with a mindset to boost the effectiveness of a language learning classrooms, all teachers have a goal to increase students' involvement by integrating information and communication technology (ICT) into the learning classrooms (Spring et al., 2016). According to Azhar and Iqbal (2018), Google Classroom was an application used by all teachers to raise students' efficiency in the learning classrooms. Nevertheless, there is lack of research conducted on the effectiveness of Google Classroom from a teacher's perception, explicitly in regards of developing countries which eventually boost the necessity to further explore the effectiveness of the application called Google Classroom from teachers' perceptions (Azhar & Iqbal, 2018). It was also said that utilizing technology in the right method is one of the main challenges teachers' encounters (Azhar & Iqbal, 2018). Consequently, it is worth conducting this study on assessing the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom and to identify the challenges faced by the primary Chinese school English Language teachers in using Google Classroom.

1.3 Objectives

The main aim of this study is to identify the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom. Besides, this study also aims to identify the challenges faced by the primary Chinese school English Language teachers in using Google Classroom.

1.4 Research Questions

- I. What are the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom?

- II. What are the challenges faced by the primary Chinese school English Language teachers in using Google Classroom?

1.5 Significance of the Research

The incorporation of information and communication technology (ICT) is a fundamental measure among the new and upcoming generation as well as in education (Azhar & Iqbal, 2018). According to Azhar and Iqbal (2018), the extensive usage of information and communication technology (ICT) has in the long run caused the researcher to gain concentration and curiosity to discover how information and communication technology (ICT) applications like Google Classroom are used by the English Language teachers to boost the teaching and learning process. According to Okmawati (2020), in this COVID-19 pandemic, the usage of Google Classroom rose among students and teachers. However, there is a lack of research to show the effectiveness of the Google Classroom application (Azhar & Iqbal, 2018). Thus, the findings of this study will be one of the main significant endeavours to provide proof to all the existing or future English Language teachers on the effectiveness of Google Classroom application.

Moreover, the results of this study can also act as a proof to support the fact that incorporating information and communication technology (ICT) application in English Language learning classrooms is essential and can be helpful for upcoming English Language teachers in choosing the right technology application for the teaching and learning process of an English Language learning classroom. According to Chouthaiwale and Alkamel (2018), incorporation of information and communication technology (ICT) in English Language learning classrooms offers many positive impacts with regards to the teaching and learning process like increasing the range of teaching and learning process that take place in a classroom. In using information and

communication technology (ICT) in English Language learning classrooms, independent learning, teamwork-based activities and higher-order thinking skills can be encouraged (Chouthaiwale & Alkamel, 2018). Hence, information and communication technology (ICT) incorporated English Language learning classes can be the best interchanges in guaranteeing an effective English Language teaching and learning process to occur (Agbo, 2015).

On the other hand, this study will support the Ministry of Education in Malaysia to inspire the English Language teachers to integrate information and communication technology (ICT) into the teaching process with a view to enhance the learning process of the students by including information and communication technology (ICT) based activities into the English lesson. Besides, it also provides an opportunity to discover the English Language teachers' opinions on incorporation of information and communication technology (ICT) in English Language learning classrooms. The Ministry of Education in Malaysia will be also capable to select the right online applications for the English Language teachers to use in English Language learning classrooms in order to get rid of the challenges English Language teachers face in using certain online applications during their teaching process which may contribute for their teaching process to be not effective.

1.6 Limitation of the Study

Based on this study, there are a number of limitations. Firstly, the study only emphasis on the English Language teachers from the primary Chinese schools. Teachers who are teaching other language subjects than English are not a part of the research study. Hence, the results of this research study cannot be generalized in reference to the system of education as a whole. Secondly, the time limitation is also a key aspect for the findings to be generalized or concluded. This is because the time constraint to conduct this research will affect the data collection process among

the English Language teachers. Therefore, only 30 primary Chinese school English Language teachers will be participating in this study due to the time constraint. As a result, restricted number of primary Chinese school English Language teachers involved in this study will not allow the researcher to generalize the findings as the results may vary if it is conducted with different amount of participants.

1.7 Definition of Terms

Frog Virtual Learning Environment (Frog VLE)

Frog Virtual Learning Environment (Frog VLE) is an online application that has been introduced by the Education Ministry of Malaysia since 2012 to form an easy life for teachers and students particularly for the teaching and learning process in classrooms (Majid & Hasim, 2019). According to Majid and Hasim (2019), Frog Virtual Learning Environment (Frog VLE) is also an online application which is recreated based on real-life classroom-based teaching and learning.

Google Classroom

Google Classroom is a free online application introduced by the Education Ministry of Malaysia after the withdrawal of Frog Virtual Learning Environment (Frog VLE) application that can be utilized by both teachers and students to conduct the teaching and learning process (Shaharane et al., 2016). According to Shaharane et al. (2016), Google Classroom is a learning application that aids the users particularly the teachers and students' participation and also permits teachers and students to work as a team which enhance communication between them.

Information and Communication Technology (ICT)

Technology generally denotes to computers or laptops, computer-related tools and other electronic devices that are used to increase the achievement in regards to academic (Bain, 2005). According to Friedman (2006), information and communication technology (ICT) is an extensive-phrase used to describe the merging of data, networking and communication technologies into one single technology.

Integration

Integration is defined as the intended use of two or more things at a time in a setting in order for them to work together to achieve certain goals (Bakia et al., 2009).

Perception

Perception is well-defined as a progression of achieving mindfulness or consideration of information (Qiong, 2017). According to Qiong (2017), perception is also known as the manner an individual think on a problem and their idea on it.

Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) is known as a model which proposes that perceived ease of use (PEOU) and perceived usefulness (PU) forecast the recognition of information technology (IT) (Ma & Liu, 2004).

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

The previous chapter foreword for the research on the primary Chinese school English Language teachers' perceptions towards the usage of Google Classroom. This chapter introduces the Technology Acceptance Model (TAM) the research depends on. Then, what is Google Classroom, how Google Classroom works and the features of Google Classroom were discussed. Besides, a discussion on the past related studies carried out in the similar area was done. Lastly, a discussion on the gap in the research concludes the chapter.

2.1 Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) was created by Davis (1986) in order to clarify the recognition of utilizing technology (Hidayat et al., 2019). According to Ramdhani (2009), Davis used elements of attitudes and beliefs in Technology Acceptance Model (TAM). Besides, Technology Acceptance Model (TAM) was developed based on the Theory of Reasoned Action (TRA) which was created by Ajzen and Fisbein (1980) (Lee et al., 2003). This Theory of Reasoned Action (TRA) clarifies the reactions and views of consumers of Information Technology (IT) which influence its stand in the recognition of utilizing technology (Hidayat et al., 2019).

According to David (1986), the main purpose of Technology Acceptance Model (TAM) is to illuminate the persistence of the recognition of computers in common and offer a justification of the actions or attitudes of the consumers in a populace. Technology Acceptance Model (TAM) examined that two beliefs which are perceived ease of use (PEOU) and perceived usefulness (PU) regulate behavioral intent to use (Sayekti and Putarta, 2016). Perceived ease of use (PEOU) is the

description of individual belief on the easiness to utilize the system whereas perceived usefulness (PU) is described as the level of individual belief produced from performance development after utilizing the system (Hidayat et al., 2019).

Moreover, Technology Acceptance Model explains that the influence of external variable like features of the system, process improvement and drill to the intent to utilize is facilitated by perceived ease of use and perceived usefulness (Hidayat et al., 2019). The Technology Acceptance Model (TAM) suggests that user inspiration can be given clarification through perceived ease of use (PEOU), perceived usefulness (PU) together with the attitude on a system (Cheok et al., 2017). Based on Technology Acceptance Model (TAM), users' attitude on a particular system will in fact regulate if the users agree to take or reject it (Cheok et al., 2017).

As teachers are unrestricted to choose to use or not to use some approaches or methods in their teaching classroom, their views and beliefs are significant in deciding if information and communication technology (ICT) is to be utilized at all during their lessons in the classrooms (Cheok et al., 2017). Teachers' attitude consecutively will be affected by two beliefs which are perceived ease of use (PEOU) and perceived usefulness (PU) (Cheok et al., 2017). Not only that, perceived ease of use (PEOU) is likewise said to directly effect on perceived usefulness (PU) (Cheok et al., 2017). That is to say, if the teachers think through the technology as stress-free then they will in fact recognize it to be useful too (Cheok et al., 2017).

According to Davis (1993), features of system were expected to right away influence perceived ease of use (PEOU) and perceived usefulness (PU). These features of system design are suggested to impact attitude in using and actual system use through perceived ease of use (PEOU) and perceived usefulness (PU) (Davis, 1993). The reasoning of the system design features is the stream of causality begins from the features of system through perceptions and attitude before

getting to usage (Cheok et al., 2017). User recognition is the main element in regulating the success or failure of a system (Cheok et al., 2017). According to Lee et al. (2003), Technology Acceptance Model (TAM) is recognized to foretell technology usage through behavioural intention, attitude toward use, perceived usefulness, perceived ease of use and external variables. Thus, this Technology Acceptance Model guides the framework of this research study which is to assess the acceptance of technology from teachers' perspectives. Figure 2.1 schematically outlines the Technology Acceptance Model (TAM).

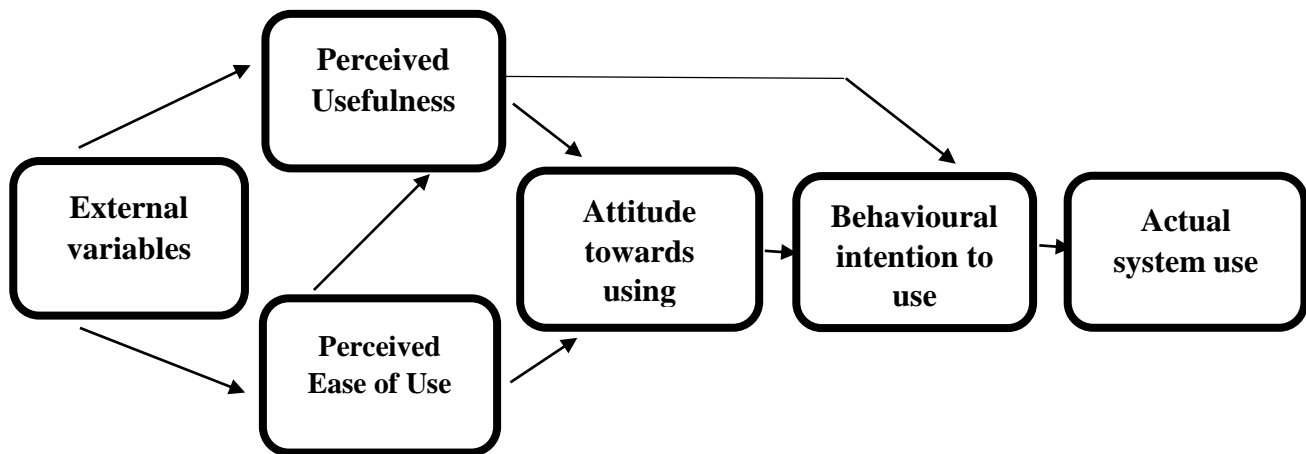


Figure 2.1: Technology Acceptance Model (TAM)

2.2 Google Classroom

Google Classroom is initially presented in the year 2014 on 12 August by Google Apps for Education (Harjanto & Sumarni, 2019). Google Classroom is an application that can be used in two different ways which are either as an app in smartphones or as a desktop version in laptops or computers (Islam, 2018). This application is specially created for educational purposes particularly in order to encourage collaborative learning setting and ease teachers' workflow (Harjanto & Sumarni, 2019). It is a significant and popular classroom managing application which has achieved to hold 30 million over assignments uploaded by teachers and students (Fitrieningtyas et al., 2019).

Besides, according to Iftakhar (2016), Google Classroom is a free online-based classroom with many functions and easy to use learning features. This online classroom functions as a place for all teachers to design and share out resources such as videos and pictures (Harjanto & Sumarni, 2019). Not only that, but it also serves as a place which allows teachers to send invitations to students, conduct lessons, distribute assignments, carry out quizzes or tests and do administrative works (Harjanto & Sumarni, 2019).

2.2.1 How Google Classroom Works

Google Classroom can be an application that individuals still be unaware of (Muslimah, 2018). According to Google (2020), there is a set of instruction to be followed in order to use Google Classroom correctly. First and foremost, browse classroom.google.com and login in using the Google Apps for Education account which will be the institution email address. Next, in order to create a new or first class, click on the “+” sign button which is placed next to the email-address icon. Then, two options will appear which are join class and create class. Click on the create class in order to create class or click on the join class if there is a need to attend a class created by someone else. After clicking on create class, a box will appear on the screen which requires the details of the class like class name, section, subject and room. Teachers can also add in extra details like a short description on the whole class or instructions for the students to follow at the tab stated “about” and additionally can upload teaching resources, teaching plan, syllabus, lesson plan and course outline through Google Drive folder. Finally, the class is all set to be conducted where students can easily join the classroom with their institutional Google accounts email address and by entering the meeting link or class code provided by the teacher who created the class.

2.2.2 Features of Google Classroom

There are various activities that can be carried out in Google Classroom with the unique features it has (Muslimah, 2018). According to Google (2020), there are several features of Google Classroom which are as follows:

i. Distributing

Teachers are allowed to post and share any links that are related to lessons, documents or files for students and teaching resources that will be helpful for students learning.

ii. Task or Assignment

Teachers are permitted to design, give out, share and gather task or assignment for the students in an easy manner while students are able to submit the completed task or assignment assigned by the teacher.

iii. Assessing

Teachers are permissible to evaluate by giving a numerical mark on the task or assignment submitted by the students. On top of that, teachers are also able to provide feedback notes based on the task or assignment submitted by the students.

iv. Calendar

Google Classroom generates a calendar which consists of the submission date of the task or assignment and also sets a reminder for both teachers and students on the deadline.

On the other hand, as the technology progresses, Google Classroom was updated with even more features which can increase the quality of it (Setiadi, 2020). According to Google (2020), the new features are as follows:

i. *Single view for assignments*

Google Classroom contains pages that display all assignments completed by the students. With this, both teachers and students can view the status of the submitted assignment, lost assignments and assignments that have been evaluated and given back.

ii. *Class Organization*

Teachers can plan and form classes based on the particular class standards they hold. For instances, teachers can plan for a class by looking at the priority amount of work and daily timetables.

iii. *Decimal Evaluating*

With the use of Google Classroom, teachers will be capable to simply utilize valuations that involve high accurateness. For instance, the usage of decimal points in their valuation.

iv. *Change the class ownership*

Through this feature, the teacher can freely change the owner of the particular class that has been created without the need for a new class to another teacher. The new class owner can also freely obtain a full access to the class which includes the student assignment together with the resources in Google drive.

v. *New Lesson Incorporation*

This specific feature provides stress-free incorporation in between both teachers and numerous online applications they prefer. For instance, Kahoot and Quizizz.

vi. *Display of class code or meeting link*

Teachers can show and share the class code or meeting link on the sharing screen in full which then allows the students to join the class fast and on time without being late.

vii. *Import the Google Form quiz marks into class*

Online quiz platform such as Quizzes can be carried out through Google Forms which permits teachers to carry out immediate assessment for the students in order to test their level of understanding on the topic taught. Besides, teachers are allowed to bring in the score the students obtain from the quiz they attempted into Google Classroom directly.

viii. *Upload a profile picture*

Both teachers and students can freely upload, change or remove profile picture through a smartphone, a laptop or a computer.

2.3 Past Related Studies

2.3.1 Studies on Teachers' Perception on Online Tools

A research was conducted by Kay et al. (2009) about teachers' perception of the usage of learning tools that are web-based in middle and secondary school classrooms. A mixed methods was used in order to collect the data (Kay et al., 2009). The samples for this study were 33 teachers from middle and secondary schools which consisted of 12 males and 21 females who had teaching experiences between 0.5 to 33 years (Kay et al., 2009). Overall, the findings showed that majority of the teachers classified web-based learning tools as user-friendly, engaging for students and supported successful learning (Kay et al., 2009). Whereas, a few of the teachers mentioned that important time was used to search for a suitable web-based learning tools and glitches allied to web-based learning tools were not informed rather concentrated on the speed of internet (Kay et al., 2009). The main recommendation presented by the teachers was to be ready to use significant time to select, test and prepare resources as to guarantee a successful use of web-based learning tools (Kay et al., 2009).

There is another study carried out by Ghavifekr et al. (2016) on the teachers' perceptions of the challenges encountered by them in using information and communication technology (ICT) tools in classrooms. A quantitative research method was applied in order to gather data from 100 teachers that comes from secondary schools which are situated in Melaka state in Malaysia (Ghavifekr et al., 2016). The data was collected through modified-adopted survey questionnaires (Ghavifekr et al., 2016). Based on the findings, it was found that restricted accessibility and internet connection, inadequate technical support, shortage of effective drill, restricted time and insufficient of teachers' capability were the main problems and challenges in using information and communication technology (ICT) tools faced by teachers (Ghavifekr et al., 2016). Besides, it was also found that the usage of information and communication technology (ICT) tools in classrooms by male teachers are higher as compared to the female teachers (Ghavifekr et al., 2016).

Lastly, a research was carried out by Cheng (2018) in Sweden at a Swedish secondary school with the English teachers only. The study investigated the teachers' views about the incorporation of digital tools in English Language teaching and learning classrooms and also to discover the factors that encourage and prevent teachers to use the digital tools in English Language teaching and learning classrooms (Cheng, 2018). Observations and semi-structured interviews were conducted for the data collection purpose for this qualitative research study (Cheng, 2018). This study proved that the usage of digital tools into English Language teaching and learning classrooms can boost students' attention on the lessons and expand the learning process together with independent learning (Cheng, 2018). Nevertheless, the findings also exposed that incorporating digital tools in English Language teaching and learning classrooms are perceived as time consuming and interference to classroom instruction, teaching and learning (Cheng, 2018). Moreover, this study exposes that teachers' attitudes and confidence in using

digital tools in teaching can be influenced in a positive manner through suitable technology training and support from the school (Cheng, 2018). The study also established that teachers' attitudes and confidence in using digital tools are importantly associated to their digital learning (Cheng, 2018).

2.3.2 Studies on Teachers' Perception on Frog Virtual Learning Environment (Frog VLE)

According to Rashid (2014), she has studied on the teachers' perceptions to use Frog Virtual Learning Environment (Frog VLE) application as a tool for teaching and learning dependent on the degree of readiness and theory of Technology Acceptance Model (TAM) which comprises teachers' acceptance, perceived usefulness and perceived ease of use as well as to examine the influence of Frog Virtual Learning Environment (Frog VLE) application towards teachers' perceptions. Participants in this study consisted of 178 school teachers in Johor state which was chosen through purposive sampling technique (Rashid, 2014). The participants were school teachers who had utilized Frog Virtual Learning Environment (Frog VLE) application (Rashid, 2014). The data was gathered with the use of questionnaire that was later analyzed through the Statistical Package for the Social Sciences (SPSS) software (Rashid, 2014). The results of this study showed that the readiness of the teachers is at the average level and they also comparatively agree to take the implementation of Frog Virtual Learning Environment (Frog VLE) application (Rashid, 2014). The findings also showed that the teachers classified the Frog Virtual Learning Environment (Frog VLE) application as a useful and easy to use tool for teaching and learning as well as teachers' years of teaching experience can affect teachers' readiness in using the Frog Virtual Learning Environment (Frog VLE) application (Rashid, 2014).

In addition, Cheok et al. (2017) carried out a qualitative study in discovering the secondary school teachers' opinions and involvements on the implementation of Frog Virtual Learning

Environment (Frog VLE) application. Data was gathered through an open-ended questionnaire which was distributed to a total of 60 secondary school teachers from three secondary schools in Malaysia (Cheok et al., 2017). Based on the data findings, it showed that more than 50 percent of the teachers feel the Frog Virtual Learning Environment (Frog VLE) application is not easy to use whereas a sum of 11 teachers stated that Frog Virtual Learning Environment (Frog VLE) application is not an easy to use tool particularly in their lessons on the subjects taught (Cheok et al., 2017). The findings also showed that the potential of Frog Virtual Learning Environment (Frog VLE) application has not been adequately made recognized for the teachers to use and no exposure to related training where teachers who has more information and communication technology (ICT) skills only might be capable to use the Frog Virtual Learning Environment (Frog VLE) application by themselves (Cheok et al., 2017).

Lastly, a research was carried out by Bahari (2015) in Malaysia with 2 English as a Second Language (ESL) teachers from a school called SK Selayang Baru as the samples involved. The study investigated the perceptions of Malaysian primary school teachers on an Internet incorporated application called Frog Virtual Learning Environment (Frog VLE) in reading comprehension lessons using the Technology Acceptance Model (TAM) (Bahari, 2015). A mixed methods was applied in this study where questionnaire was used together with interviews and observations were conducted for the data collection purpose (Bahari, 2015). This study proved that teachers observed the Frog Virtual Learning Environment (Frog VLE) application as a useful and easy to use tool (Bahari, 2015). This study also revealed that all teachers had positive approaches in using Frog Virtual Learning Environment (Frog VLE) application and wished to use Frog Virtual Learning Environment (Frog VLE) application more in the future (Bahari, 2015). Nevertheless, the findings pointed out on the limited usage of Frog Virtual Learning Environment

(Frog VLE) application was because of the inadequate information and communication technology (ICT) infrastructure existing in schools and home (Bahari, 2015). This study suggested the English as a Second Language (ESL) teachers to utilize Frog Virtual Learning Environment (Frog VLE) application to teach reading comprehension and also other English Language skills (Bahari, 2015).

2.3.3 Studies on Teachers' Perception on Google Classroom

There are some past research studies conducted related to this study (Muslimah, 2018). First, a research was conducted by Azhar and Iqbal (2018) about teachers' perception on the effectiveness of the learning tool Google Classroom. Qualitative research method was applied in this study where semi-structured interviews were carried out in order to gather the data (Azhar & Iqbal, 2018). The samples for this study were 12 higher education teachers who have used Google Classroom for a minimum of one semester (Azhar & Iqbal, 2018). Based on the data obtained, it was mentioned that Google Classroom was only recognized by the teachers as a tool that could facilitate in terms of managing document and classroom with no positive effects on teaching method and productivity (Azhar & Iqbal, 2018). The main obstacles for Google Classroom to be productive in the classroom was due to the absence of user-friendly combination in this tool (Azhar & Iqbal, 2018).

Secondly, there is another study carried out by Ballew (2017) on the perceptions of the teachers on Google Classroom that is technology-based. The focus of the study was more to discover whether years of experience of the teachers, assignment grade level and subject matter affected their perceptions of the technology-based Google Classroom (Ballew, 2017). The data was collected and analyzed to discover the relationship between teachers' perceptions and the three variables through the chi-square test (Ballew, 2017). Based on the findings, it was found that the three variables do influence the teachers' perceptions regarding Google Classroom (Ballew, 2017).

Thirdly, a research was carried out by Harjanto and Sumarni (2019) in Indonesia with 7 high school teachers that have incorporated Google Classroom for a minimum of one year in their teaching as the samples involved. The study investigated the teachers' experiences on the use of the platform Google Classroom in terms of the usage of Google Classroom as a learning tool (Harjanto & Sumarni, 2019). An interview method was used for the data collection purpose for this qualitative research (Harjanto & Sumarni, 2019). This study proved that teachers perceived Google Classroom as a tool which aids when conducting an online class and facilitates in terms of managing students' tasks, organizing classroom and accommodating students' interaction (Harjanto & Sumarni, 2019).

Lastly, according to Morquin (2016), he has studied on the perceptions of teachers concerning the use of Google Classroom and Google Docs and its impact on the students' involvement. Participants in this study consist of 6 secondary teachers (Morquin, 2016). The participants were from school districts of South Texas and the number of male and female teachers were equal (Morquin, 2016). The data collected in this qualitative research was done through interviews (Morquin, 2016). This study revealed that all the participants who are teachers had good and positive opinions and thoughts on the use of Google Classroom as it provides a positive impact in terms of the students' involvement and participation during instruction (Morquin, 2016).

2.3.4 Studies using Technology Acceptance Model (TAM)

Firstly, there is a study carried out by Phoong et al. (2020) on the effectiveness of Frog Virtual Learning Environment (Frog VLE) application in primary school using the Technology Acceptance Model (TAM). This study was conducted using a quasi-experimental design comprising one control and one treatment group (Phoong et al., 2020). A total number of 40 students from primary school in the state of Selangor in Malaysia was involved in this study as

participants where 20 students selected to be in the control group whereas another 20 students selected to be in the treatment group (Phoong et al., 2020). Questionnaire that was structured was utilized to reveal the students' perceptions on the use of Frog Virtual Learning Environment (Frog VLE) application in the teaching and learning process (Phoong et al., 2020). Based on the findings, it showed that most of the students establish that the Frog Virtual Learning Environment (Frog VLE) application is useful and effective for learning process (Phoong et al., 2020).

According to Nair and Das (2012), they have studied on the mathematics teachers' attitude in the state schools situated in Kerala in India in viewing IT as an instructional tool using Technology Acceptance Model (TAM). Participants in this study consisted of only 195 government high school mathematics teachers (Nair & Das, 2012). The participants were from various cities across the Kerala state (Nair & Das, 2012). The data collection was done through questionnaire (Nair & Das, 2012). The findings of this study recommended that Technology Acceptance Model (TAM) being a strong model can be effectively utilized in this condition (Nair & Das, 2012). Besides, it was also found that the teachers come to an agreement on the effectiveness of computers in teaching mathematics but they still found not very familiar in utilizing these as teaching tools (Nair & Das, 2012). Hence, it showed that the teachers' perceived ease of use provides a major influence on the teachers' perceptions on the usefulness and their attitude in using IT in teaching (Nair & Das, 2012).

Furthermore, Shaharane et al. (2016) carried out a study in determining the effectiveness of Google Classroom's active learning activities under the Decision Sciences program for data mining subject. Technology Acceptance Model (TAM) was applied in this study in order to assess the effectiveness of the learning activities (Shaharane et al., 2016). Data was gathered through questionnaires from 100 students who registered data mining subject which was then analyzed

using descriptive statistics and inferential statistics (Shaharaneet al., 2016). Based on the data findings, it showed that most of the students felt fulfilled with the use of Google Classroom in the classroom which also revealed that Google Classroom tool is effective as an active learning tool (Shaharaneet al., 2016).

There is another study carried out by Hidayat et al. (2019) on determining the views of the pre-service student teacher towards the usage of Google Classroom as a learning management system. The data was collected through questionnaires that was conducted online which was developed using divergent questioning skills with 4th-semester pre-service student teachers (Hidayat et al., 2019). The data was then analyzed using the Technology Acceptance Model (TAM) and descriptive statistics (Hidayat et al., 2019). The aspect of the analysis comprised the easiness in accessing, view of usefulness, communication and interaction, view of lecture delivery, student convenience and the usefulness of Google Classroom as a learning management system (Hidayat et al., 2019). Based on the findings, the participants who were the 4th-semester pre-service student teachers sensed the easiness and enhancement of the excellence of the lectures that was blended with the use of Google Classroom even though numerous noted required additional development and assessment (Hidayat et al., 2019).

2.4 Research Gap

Upon the discussion on the past related studies carried out above, it can be comprehended that all research studies support the focal point of this research study which is to investigate the primary Chinese school English Language teachers' perceptions towards the usage of Google Classroom particularly on the effectiveness of the tool and the challenges they face in using it. It was yet recognized in those studies that Google Classroom have shown positive feedback from the teachers. Nevertheless, there is still reluctance in exploring and focusing on the effectiveness of

Google Classroom and challenges in using it from primary Chinese school English teachers' perceptions. This is because none of the researchers has given importance on taking into account the primary Chinese school English Language teachers' perceptions particularly in Malaysia on the effectiveness of the Google Classroom and the challenges they face in using it rather focused on the perceptions of secondary school teachers or higher education lecturers. Therefore, this study waits to prove or act as evidence to show the effectiveness of Google Classroom and the challenges in using from primary Chinese school English Language teachers' point of views.

CHAPTER III

METHODOLOGY

3.0 Introduction

This chapter starts with a discussion on the research design used in this research study. Then, followed by the research framework, instruments and also subject and sampling utilized to gather data for this research study. Lastly, a discussion on the data collection and data analysis procedures of this research study concludes this chapter.

3.1 Research Design

For this research study, mixed methods was applied. Mixed methods research is a design of a research that contains logical supposition and methods of query (Creswell & Plano Clark, 2007). In terms of a methodology, it includes philosophical supposition that direct the way for data collection and analysis and the combination of both quantitative and qualitative methods in various parts in the research process. On the other hand, in terms of a method, it stresses on gathering, examining and collaborating both quantitative and qualitative data in one or sequence of studies. Along these lines, mixed methods was applied in this study as it forms a sense of balance between the strengths and limitations of both quantitative and qualitative methods (Creswell & Plano Clark, 2007).

3.2 Research Framework

The data needed for this research study was collected through questionnaire and semi-structured interview. Questionnaire was given to 30 primary Chinese school English Language teachers to obtain the teachers' perception on the effectiveness in the usage of Google Classroom

whereas the semi-structured interview was conducted with 5 primary Chinese school English Language teachers to obtain the challenges faced by them in using Google Classroom. Data that was collected through questionnaire and semi-structured interview was analyzed using Statistical Package for the Social Sciences (SPSS) and thematic analysis respectively. Figure 3.1 below outlines the research framework that was employed to this study.

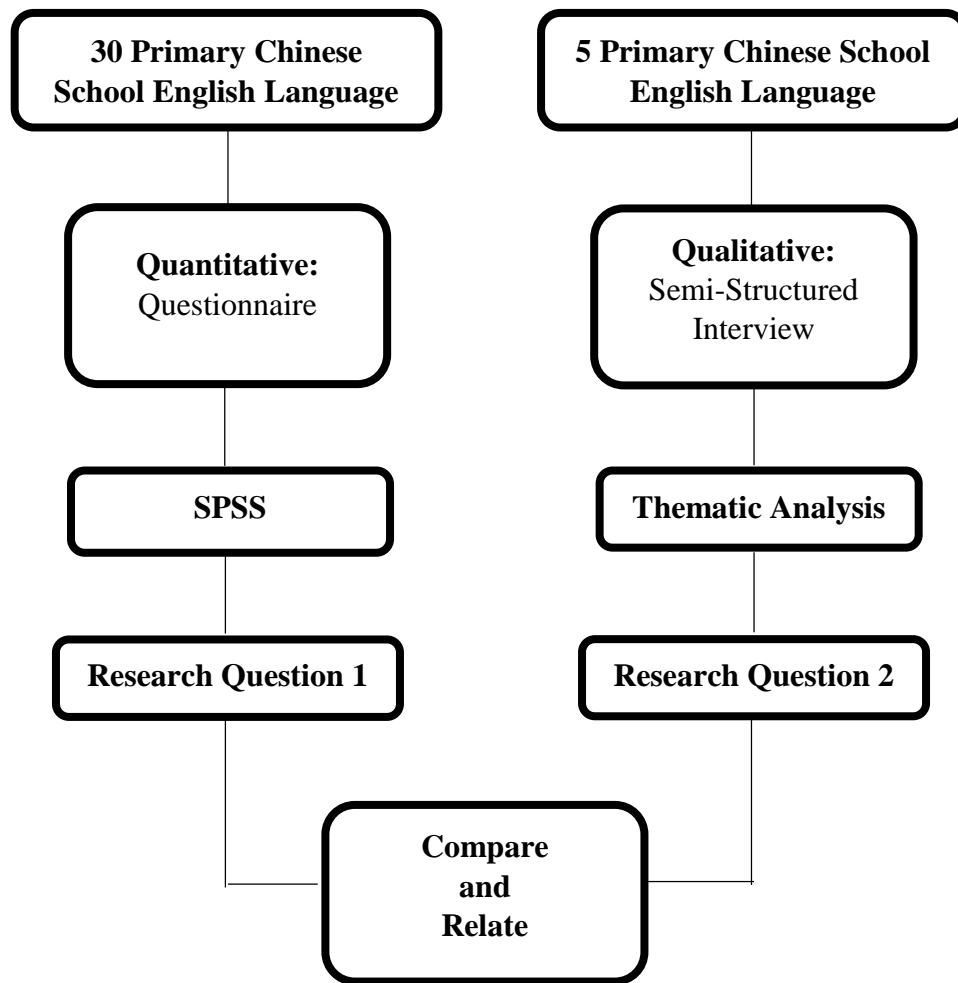


Figure 3.1: Research Framework

3.3 Instruments

There were two instruments used in this study.

3.3.1 Questionnaire

Questionnaire was utilized for the quantitative method as the tool to collect the data as to answer the first research question which was to investigate the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom. The questionnaire that was used in this study was adapted from a questionnaire created by Shaharane et al. (2016). The questionnaire used consist of two parts which are categorized as part A and part B.

i. Part A

In this part, questions were asked in order to collect demographic profile which are teachers' gender, race, years of teaching experience and school.

i. Part B

In this part, there were 5 different sections which were developed from the questionnaire created by Shaharane et al. (2016) that was dependent on Likert scale that ranges between strongly disagree to strongly agree. First section of part B was consisting of statements on ease of access and followed by the second section on perceived usefulness. The third section was on communication and interaction whereas the fourth section on perceive instruction delivery. Lastly, the fifth section was on teachers' satisfaction.

3.3.2 Semi-Structured Interview

Semi-structured interview was carried out for the qualitative method as the instrument to obtain data in order to attain the second research question which is to identify the challenges faced by the primary Chinese school English Language teachers in using Google Classroom. Semi-structured interview was chosen to be used as the tool to achieve the second research question because of the freedom it contains which provides the chance for the researcher to investigate the participants until an understanding is achieved (Silverman, 2006). Besides, this method also helps to bring out information from the primary Chinese school English Language teachers on the challenges they face in using Google Classroom. Semi-structured interview was also chosen to be used as a clearer and in depth vision of the participants' thoughts and opinions on a particular topic could be attained (De Vos, 2011). The semi-structured interview questions were comprised of a mixture of open-ended and close-ended questions.

3.4 Pilot Study

The instrument used in this study also needs the assurance of its reliability, which means the instrument is meant to be a good source of data collection for this study. Hence, a pilot study was conducted to assess the degree of reliability of the particular instrument that has been adapted. A pilot study is vital in order to establish the content validity of scores on an instrument as well as to evaluate and improve questions, format and scales (Creswell, 2014). In order to maximize the reliability of the instrument, a pilot study was carried out on 10 English teachers from 5 schools in the city of Ipoh which had implemented online teaching through Google Classroom during the COVID-19 pandemic. The Cronbach's Alpha was used to calculate the reliability of the questionnaire. The Cronbach's Alpha coefficient of an instrument is accepted and considered ideal when it is more than 0.7 (Taber, 2008). Hence, in the context of this study, the Cronbach's Alpha

value of every scale is more than 0.7. which shows the instrument used in this study is reliable.

Table 3.1 below shows the summary of Cronbach's Alpha of each scale.

Variable	Cronbach's Alpha	No. of Items
Ease of Access	0.719	6
Perceived Usefulness	0.961	6
Communication and Interaction	0.940	5
Perceive Instruction Delivery	0.919	4
Teachers' Satisfaction	0.863	4

Table 3.1: Summary of Cronbach's Alpha of Each Scale

3.5 Subject and Sampling

A sum of 30 public primary Chinese school English Language teachers were selected in order to participate in this study. There were 30 primary Chinese school English Language teachers participating in the questionnaire while a sum of 5 teachers from the 30 teachers who participated in the questionnaire participated in the semi-structured interview. Table 3.2 below outlines the name of the schools located in the city of Ipoh in Malaysia that were selected for this study and the number of subjects from each school that participated in this study.

Name of Schools	Questionnaire	Semi-Structured Interview
	Number of Subjects	
SJK(C) Bandar Seri Botani	6	1
SJK(C) Gunung Rapat	6	1
SJK(C) Chung Tack	6	1
SJK(C) Phui Ying	6	1
SJK(C) Yuh Hua	6	1

Table 3.2: Schools and Subjects

3.5.1 Sampling Process

The sampling technique that was used to choose the schools and the teachers to participate for both the questionnaire and semi-structured interview was purposive sampling technique. Purposive sampling is a technique in which specific individuals or events are chosen purposefully as to provide information that cannot be gained from any other selections (Maxwell, 1996, as cited in Taherdoost, 2016). Besides, the main use of purposive sampling technique in a study is to increase an understanding into the problem (Gall et al., 2006). Along these lines, the schools that were selected for this study were schools which had implemented online teaching through Google Classroom during the COVID-19 pandemic and ranked in the top school list in Ipoh as it can be assumed that these schools have utilized the application thoroughly in order to produce a quality and effective online teaching. Simultaneously, the public primary Chinese school English Language teachers for both questionnaire and semi-structured interview whom were selected have to be teachers who had experience in using Google Classroom during the COVID-19 pandemic and teachers who are teaching English Language in public primary Chinese schools as they could deliver adequate information on the topic of this research study.

3.6 Data Collection

The data was gathered through questionnaire and semi-structured interview. Table 3.3 below outlines the schedule of data collection for this research study.

Schools	Questionnaire (Date & Time)		Semi-Structured Interview (Date & Time)
	Distributed	Collected	
SJK(C) Bandar Seri Botani	18/1/2021	22/1/2021	25/1/2021
	8.00am-9.00am	8.00am-9.00am	8.30am-9.30am
SJK(C) Gunung Rapat	18/1/2021	22/1/2021	25/1/2021
	9.00am-10.00am	9.00am-10.00am	10.30am-11.30am
SJK(C) Chung Tack	18/1/2021	22/1/2021	26/1/2021
	10am-11am	10am-11am	8.30am-9.30am
SJK(C) Phui Ying	18/1/2021	22/1/2021	26/1/2021
	11am-12pm	11am-12pm	10.30am-11.30am
SJK(C) Yuh Hua	18/1/2021	22/1/2021	27/1/2021
	12pm-1pm	12pm-1pm	8.30am-9.30am

Table 3.3: Schedule of Data Collection

3.6.1 Questionnaire

Firstly, permission letter stating the purpose and the focal point of the research study was given out together with a sample of the questionnaire to the 5 public primary Chinese schools' management so that the schools' management can approve and agree to participate in the study. The approval and agreement of each primary Chinese school's principal must be obtained in order

to conduct the study. Once the schools' management particularly the schools' principal approved and agreed, each participant received a consent letter which informs and describes the aim of the study and the date the study will be carried out. Each participant received the consent letter a few days before so as to offer the chance in advance for the participant to explain on any withdrawal or problem. The questionnaire was given to the 30 participants on the date that has been fixed and was collected back once they have completed. Figure 3.2 below outlines the data collection process through questionnaire.

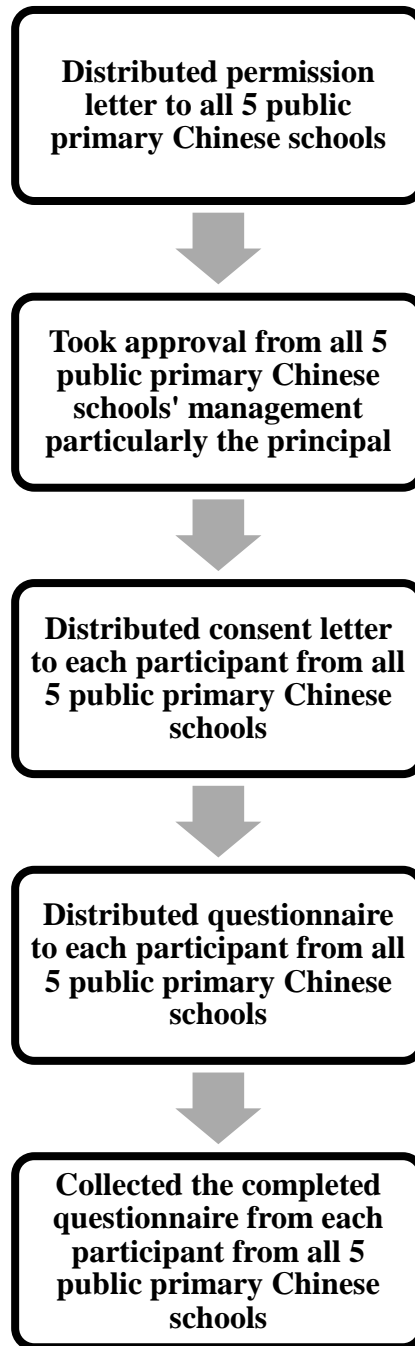


Figure 3.2: Data Collection Process Through Questionnaire

3.6.2 Semi-Structured Interview

First of all, permission letter stating the purpose and the focal point of the research study was given out together with a sample of the semi-structured interview questions to the 5 public primary Chinese schools' management to seek for their approval to be the participants of this study. Once the schools' management particularly the schools' principal approved, each participant was given consent letter which informs the aim of the study and the date the interview will be carried out. The interview was intended to be conducted in a normal setting of the schools with an aim to boost realism. However, as there were still COVID-19 cases increasing and schools were shut-down, the interview was conducted through a phone call. All of the interview conducted were audio recorded together with the approval of the participant in participating in the study. Later, the recorded audio was transcribed verbatim with an aim to obtain the whole data for all 5 semi-structured interview sessions. Besides, each participants' understanding, familiarities and performance was discovered by utilizing a few techniques like rephrasing, probing, explanation and minimal verbal replies (Silverman, 2004). Figure 3.3 below outlines the data collection process through semi-structured interview.

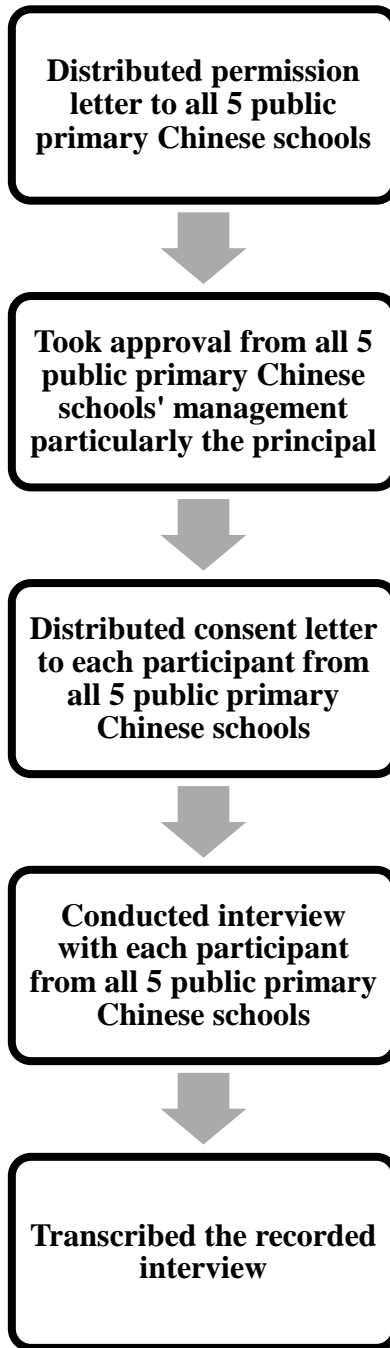


Figure 3.3: Data Collection Process Through Semi-Structured Interview

3.7 Data Analysis

The completed questionnaire was tabulated and analyzed with the use of Statistical Package for the Social Sciences (SPSS) to attain the first research question. The issues that associate with the first research question was recognized and studied in this analysis of the study. For example, the primary Chinese school English Language teachers' personal and background information as well as the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom. On the other hand, the second research question which was to identify the challenges faced by the primary Chinese school English Language teachers in using Google Classroom was analyzed using thematic analysis. This is where the recorded semi-structured interview sessions were transcribed verbatim and the data obtained were coded. After that, the coded data was organized into several themes. This way allowed the researcher to think critically on what, how and why the participants stated as such.

CHAPTER IV

FINDINGS AND ANALYSIS

4.0 Introduction

This chapter displays the findings and analysis of the data attained for this research study. The purposes of this research study are to identify the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom and the challenges faced by them. Descriptive statistics analysis was carried out through Statistical Package for the Social Sciences (SPSS) in order to analyze the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom while thematic analysis was carried out to identify the challenges faced by the primary Chinese school English Language teachers in using Google Classroom. Therefore, the division in this specific chapter are ordered from the demographic profile of participants in both questionnaire and semi-structured interview and finally ends with the findings and analysis of first and second research questions.

4.1 Demographic Profile

The demographic profile was gathered through questionnaire and semi-structured interview.

4.1.1 Questionnaire

The sum of participants who took part in this research study for the questionnaire were 30 public primary Chinese school English Language teachers. All the 30 public primary Chinese school English Language teachers who took part in this research study were from 5 different public primary Chinese schools which were situated in Ipoh. The public primary Chinese schools that

took part were SJK(C) Bandar Seri Botani, SJK(C) Gunung Rapat, SJK(C) Chung Tack, SJK(C) Phui Ying and SJK(C) Yuh Hua. The 30 participants comprised of 76.7% of female English Language teachers and 23.3% of male English Language teachers. Consequently, there were more teachers who are female leading the teaching career as compared to the teachers who are male. The table 4.1 below displays the years of teaching experience of all the 30 participants who took part in this research study. Based on the table 4.1, among all the 30 participants who took part in this research study, there were 17 English Language teachers with more than 15 years of teaching experience while there were only 3 English Language teachers with not more than 4 years of teaching experience. The remaining 10 English Language teachers had teaching experience between 4 to 15 years. In addition, the figure 4.1 below shows the percentage of participants took part in this research study for questionnaire in relation to their races. Based on the figure 4.1, the research study exposed that there were 46.7% of Chinese English Language teachers whom were the majority of the participants of this research study. Meanwhile, there were 10% of Malay English Language teachers whom were the minority of the participants of this research study. Simultaneously, there were respectively 30% and 13.3% of Indian and other races English Language teachers.

Years of Teaching Experience	Number of Participant
< 4 years	3
4 - 15 years	10
> 15 years	17

Table 4.1: Years of Teaching Experience of the 30 English Language Teachers

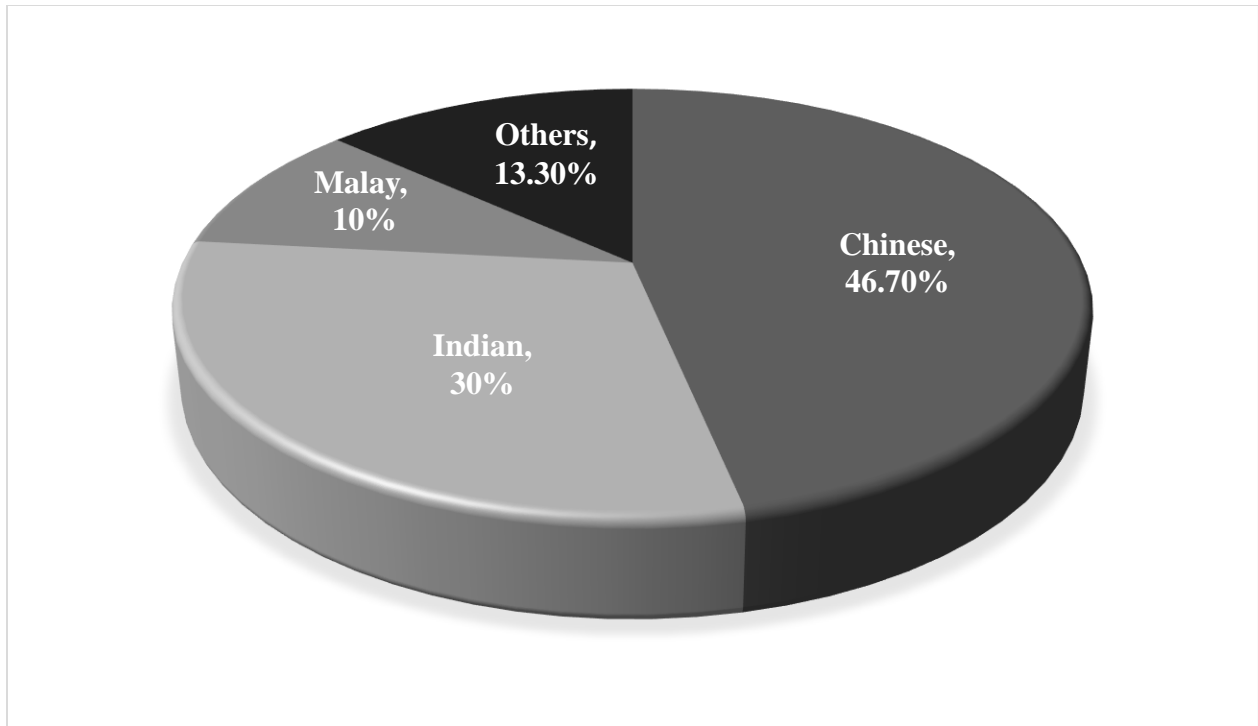


Figure 4.1: Races of the 30 English Language Teachers

4.1.2 Semi-Structured Interview

The number of participants took part in this research study for semi-structured interview were 5 public primary Chinese school English Language teachers which were selected from the 30 public primary Chinese school English Language teachers who participated in the questionnaire. All the 5 public primary Chinese school English Language teachers were from 5 different public primary Chinese schools which were SJK(C) Bandar Seri Botani, SJK(C) Gunung Rapat, SJK(C) Chung Tack, SJK(C) Phui Ying and SJK(C) Yuh Hua. The 5 participants comprised of 3 female English Language teachers and 2 male English Language teachers.

4.2 First Research Question

What are the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom?

4.2.1 Primary Chinese School English Language Teachers' Perceptions

Questionnaires were distributed as to identify the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom. A total number of 25 positive statements which were categorized into 5 sections were asked to the 30 English Language teachers from the 5 different public primary Chinese schools in the questionnaire. The completed questionnaires were tabulated, analyzed and interpreted based on the mean score of each statement according to 5 sections which were introduced by Shaharane et al. (2016). The 5 sections were ease of access, perceived usefulness, communication and interaction, perceive instruction delivery and teachers' satisfaction.

Ease of Access

The statements beginning from 1 to 6 in Section A of Part B of the questionnaire was utilized to identify the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom in terms of ease of access. Figure 4.2 below shows the results attained for ease of access.

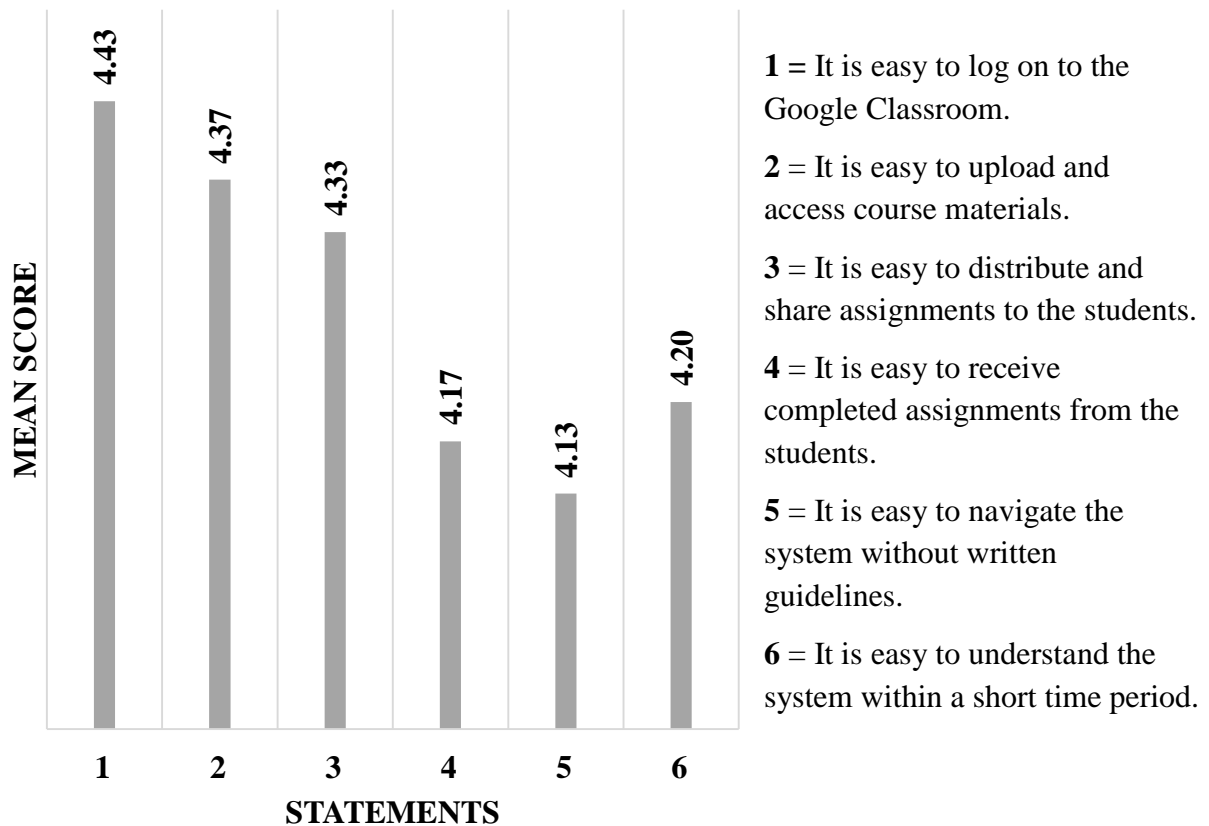


Figure 4.2: Ease of Access

According to Figure 4.2, it was found that most of the participants have agreed that they have a good ease of access to the Google Classroom. The highest mean score is 4.43 for statement 1 which is *'It is easy to log on to the Google Classroom'*. This explains that most primary Chinese school English Language teachers were having a good ease of access in terms of signing on to the Google Classroom. Meanwhile, the lowest mean score is 4.13 for statement 5 which is *'It is easy to navigate the system without written guidelines'*. This explains that some of the primary Chinese school English Language teachers were having a least ease of access in terms of navigating the system of Google Classroom without any guides or instructions in a written form.

Perceived Usefulness

The statements starting from 7 to 12 in Section B of Part B of the questionnaire were utilized to identify the primary Chinese school English Language teachers’ perceptions on the effectiveness in the usage of Google Classroom in terms of perceived usefulness. Figure 4.3 below shows the results attained for perceived usefulness.

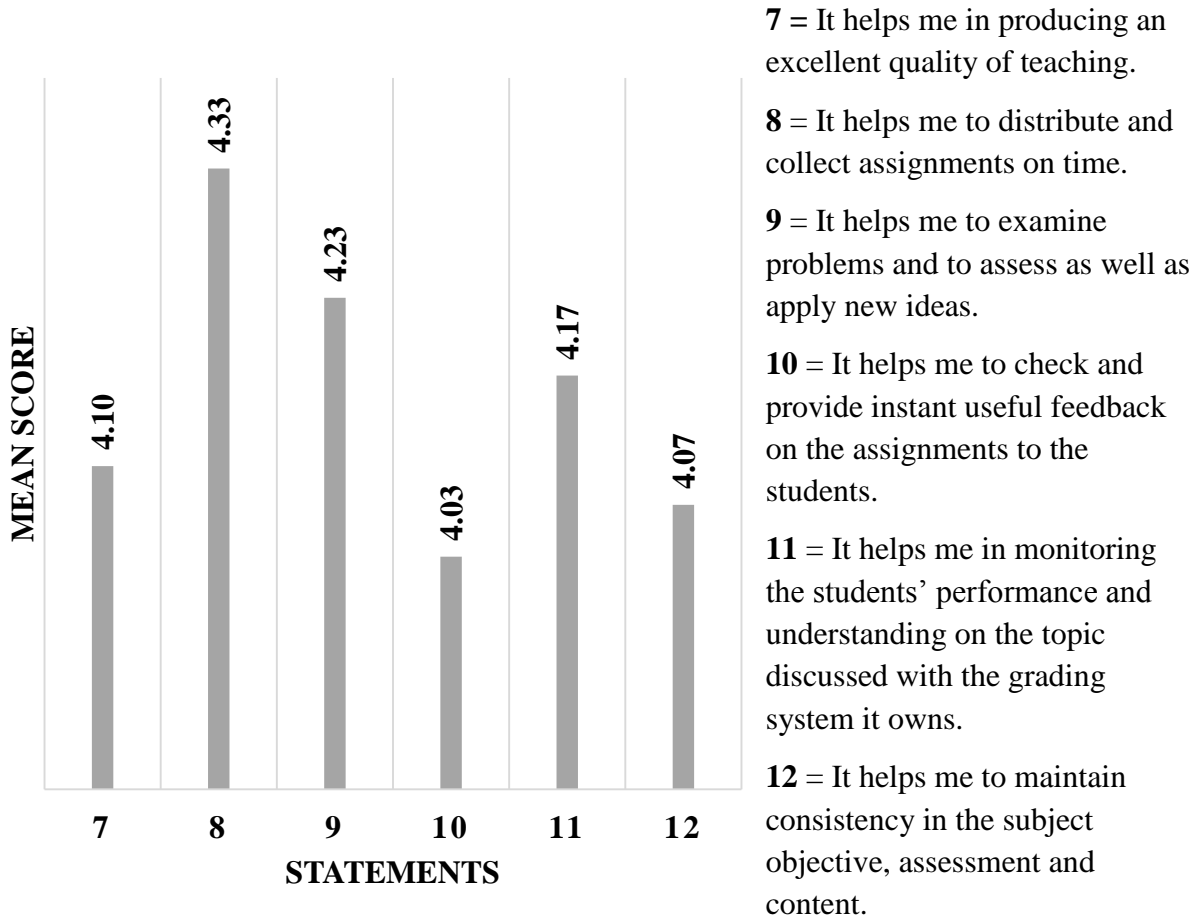


Figure 4.3: Perceived Usefulness

According to Figure 4.3, it was found that most of the participants have agreed that they viewed Google Classroom as a tool that contains usefulness. The highest mean score is 4.33 for statement 8 which is ‘It helps me to distribute and collect assignments on time’. This explains that most primary Chinese school English Language teachers perceived Google Classroom as a useful

tool in aiding them to distribute assignments to the students and collect assignments on time from the students. Meanwhile, the lowest mean score is 4.03 for statement 10 which is *'It helps me to check and provide instant useful feedback on the assignments to the students'*. This explains that some of the primary Chinese school English Language teachers perceived Google Classroom as least useful in terms of checking and providing the students immediate feedback on the assignments submitted.

Communication and Interaction

The statements beginning from 13 to 17 in Section C of Part B of the questionnaire was utilized to identify the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom in terms of communication and interaction. Figure 4.4 below shows the results attained for communication and interaction.

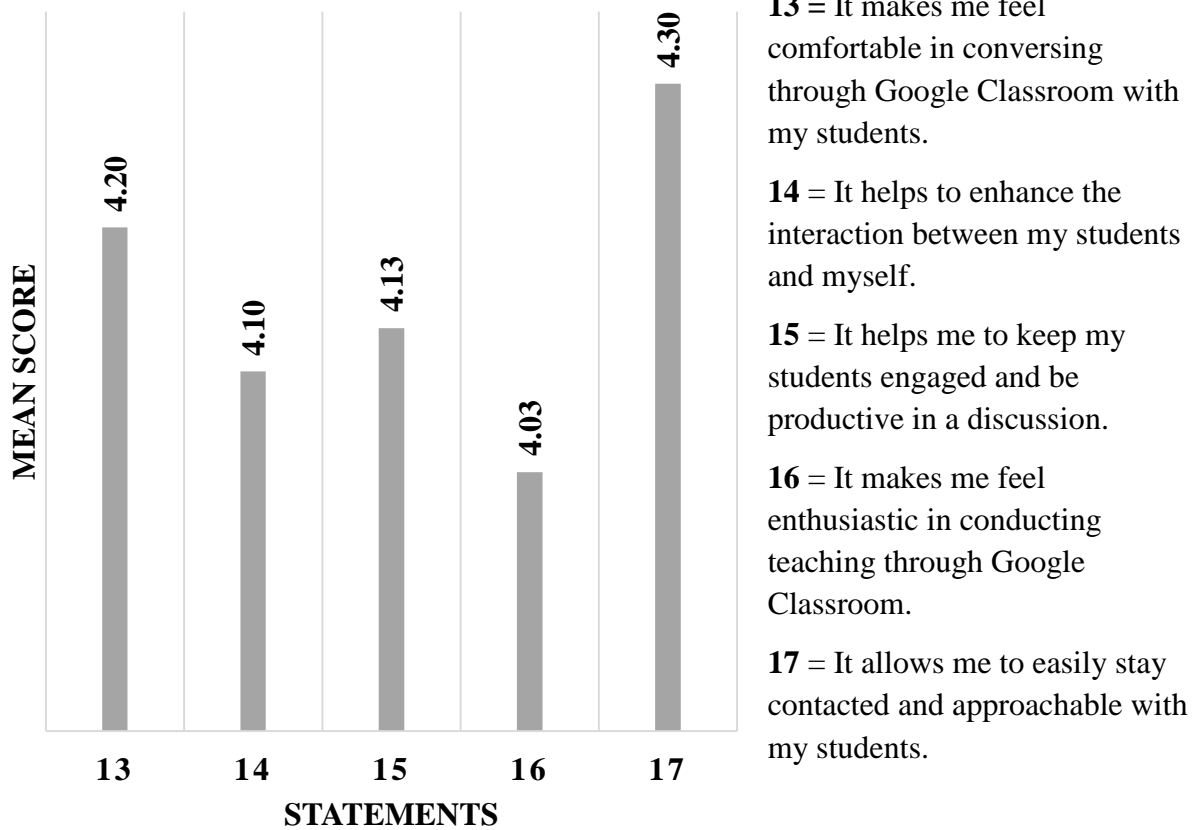


Figure 4.4: Communication and Interaction

According to Figure 4.4, it was found that most of the participants have agreed that Google Classroom is effective in terms of communicating and interacting process between teacher and students. The highest mean score is 4.30 for statement 17 which is *‘It allows me to easily stay contacted and approachable with my students’*. This explains that most primary Chinese school English Language teachers find it easy to stay contacted and approachable with their students through the use of Google Classroom. Meanwhile, the lowest mean score is 4.03 for statement 16 which is *‘It makes me feel enthusiastic in conducting teaching through Google Classroom’*. This explains that some of the primary Chinese school English Language teachers feel least excited or keen in carrying out the teaching process with the use of Google Classroom.

Perceive Instruction Delivery

The statements starting from 18 to 21 in Section D of Part B of the questionnaire was utilized to identify the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom in terms of perceive instruction delivery. Figure 4.5 below shows the results attained for perceive instruction delivery.

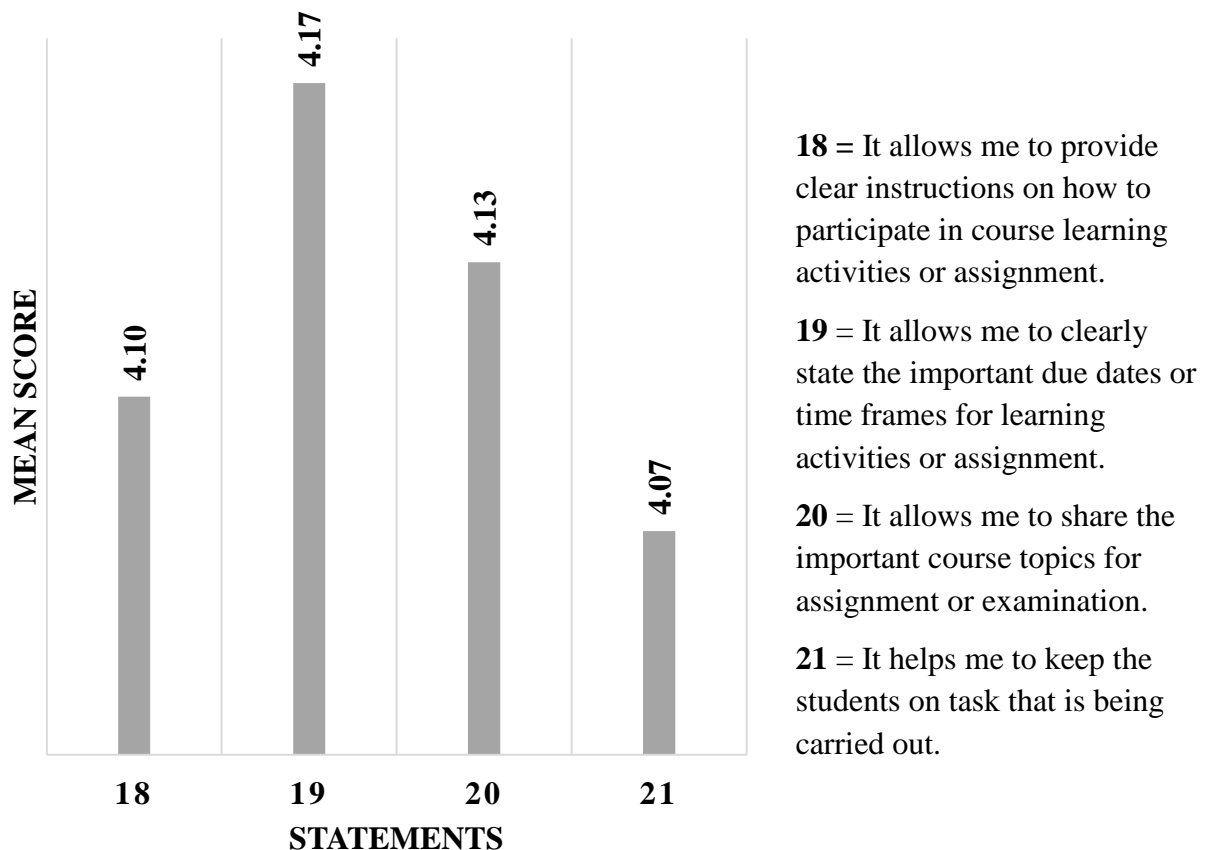


Figure 4.5: Perceive Instruction Delivery

According to Figure 4.5, it was found that most the participants have agreed that they view Google Classroom as a tool that is effective in terms of providing or delivering instruction. The highest mean score is 4.17 for statement 19 which is '*It allows me to clearly state the important due dates or time frames for learning activities or assignment*'. This explains that most primary

Chinese school English Language teachers perceived Google Classroom as an effective tool in informing or stating due dates or duration to complete activities or assignments given. Meanwhile, the lowest mean score is 4.07 for statement 21 which is *'It helps me to keep the students on task that is being carried out'*. This explains that some of the primary Chinese school English Language teachers find it hard to remain students to stay focused on the task that is being carried out through the use of Google Classroom.

Teachers' Satisfaction

The statements beginning from 22 to 25 in Section E of Part B of the questionnaire was utilized to identify the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom in terms of teachers' satisfaction. Figure 4.6 below shows the results attained for teachers' satisfaction.

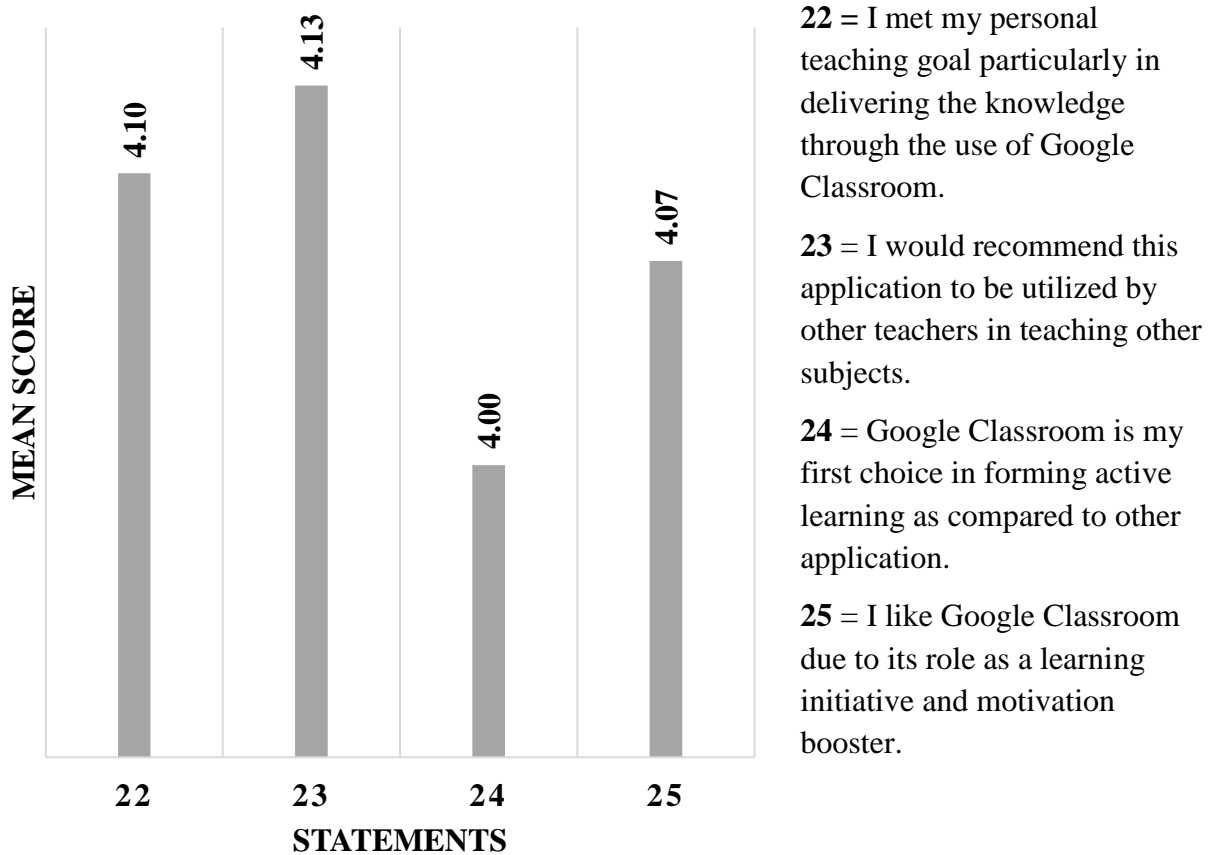


Figure 4.6: Teachers' Satisfaction

According to Figure 4.6, it was found that most of the participants have agreed that Google Classroom satisfy the teachers in terms of carrying out the teaching and learning process through it. The highest mean score is 4.13 for statement 23 which is '*I would recommend this application to be utilized by other teachers in teaching other subjects*'. This explains that most primary Chinese school English Language teachers are willing to recommend Google Classroom to be used by other teachers for teaching other subjects than English. Meanwhile, the lowest mean score is 4.00 for statement 24 which is '*Google Classroom is my first choice in forming active learning as compared to other application*'. This explains that some of the primary Chinese school English

Language teachers feel least satisfied to choose Google Classroom as the first choice as compared with other application in regards to develop an active learning for the students.

4.2.2 Summary

In brief, these 5 sections of the questionnaire used had attained the first research question of this research study which evidently answered that most of the primary Chinese school English Language teachers' perceptions were positive in regards to the effectiveness in the use of Google Classroom.

4.3 Second Research Question

What are the challenges faced by the primary Chinese school English Language teachers in using Google Classroom?

4.3.1 Challenges Faced by Primary Chinese School English Language Teachers

Semi-structured interview was carried out so as to identify the challenges in using Google Classroom among the primary Chinese school English Language teachers. A number of 4 questions in total were asked to 5 English Language teachers from the 5 different public primary Chinese schools in the interview session through a phone call. The semi-structured interview sessions carried out were recorded, transcribed verbatim and then coded into several themes. The gathered data were then analyzed by carrying out thematic analysis.

Question 1

The first question that was asked to the teachers was regarding the years of teaching. This question was asked in order to recognize the time frame of the teachers being in their career so as to regulate the level of familiarity and understanding the teachers have towards their career and

the manner the teaching and learning process conducted. Based on the interviews carried out, there were a variation in the years of teaching of the English Language teachers. The English Language teacher with highest number of teaching experience was from SJK(C) Bandar Seri Botani, with 32 years of teaching experience. Meanwhile, the English Language teacher with least number of years of teaching experience was from SJK(C) Gunung Rapat, with only 5 years of teaching experience. Besides, English Language teachers from the remaining 3 schools had 9, 14 and 20 years of teaching experience. Table 4.2 presents the years of teaching experience of the teachers and their schools.

Participants	Years of Teaching Experience	School
P1	32	SJK(C) Bandar Seri Botani
P2	5	SJK(C) Gunung Rapat
P3	9	SJK(C) Yuh Hua
P4	14	SJK(C) Phui Ying
P5	20	SJK(C) Chung Tack

Table 4.2: Teachers' Years of Teaching Experience and Their Schools.

Question 2

The second question that was asked if the teachers do face any challenges based on their experience in utilizing Google Classroom during their English lessons. Below were the responses received from the teachers based on their experience in using Google Classroom.

‘Yes, I do face some challenges in using Google Classroom.’ (P1)

‘Yes, but not often.’ (P2)

‘Yes, I do most of the time.’ (P3)

‘Normally yes.’ (P4)

‘Yes, I do face all the time.’ (P5)

Based on the responses, English Language teachers whom were interviewed said that they do face challenges in utilizing Google Classroom during their English lessons. Some of the teachers said that they face challenges typically all the time while using Google Classroom during their English lessons. However, there was a teacher whom mentioned that she faces challenges using Google Classroom at certain times only.

Question 3

The third question that was asked to the teachers was about the challenges teachers faced in utilizing Google Classroom during their English lessons. Table 4.3 below were the responses obtained from the teachers according to their experience in using Google Classroom which are coded into several themes.

School level barriers	Poor knowledge	<i>'Not exposed to Google Classroom before so I find it difficult to understand the features.'</i> (P1)
	Poor connection	<i>'Getting accessed to Google Classroom due to internet connectivity.'</i> (P5)
Teacher level barriers	Lack of time	<p><i>'I couldn't keep track of the students throughout the entire lesson.'</i> (P1)</p> <p><i>'I find it time consuming to give feedback to all the students. I do not know also if the students really understood the feedbacks I give.'</i> (P3)</p> <p><i>'Achieving lesson objectives because there is no enough time.'</i> (P4)</p>
Student level barriers	Lack of participation	<i>'We cannot carry out any group discussion effectively.'</i> (P2)
		<p><i>'Pupils are always quiet.'</i> (P4)</p> <p><i>'Normally in obtaining participation of the pupils.'</i> (P5)</p>

Table 4.3: Responses of the 5 English Language Teachers

Based on the responses, all the teachers expressed their own views and experiences on the challenges in using Google Classroom during their English lessons. All of them had their own distinct challenges that they faced in using Google Classroom which showed that the teachers do not have a smooth English lessons when they use Google Classroom.

Question 4

The fourth question was asked in order to find out if Google Classroom is believed to act as a user-friendly application as a whole to the teachers together with their reasons if it is and is not. Based on the responses gathered, it revealed that there was an acceptance by all the teachers in presuming Google Classroom as a user-friendly application with a mixture of reasons. The opinions together with the reasons of the teachers were listed below.

‘Actually yes, if one really master its functions.’ (P1)

‘Yes, as it contains basic features.’ (P2)

‘I think yes because the features are quiet easy to be learnt.’ (P3)

‘Yes, if the teacher is good at ICT.’ (P4)

‘It is a yes unless the internet line is poor.’ (P5)

4.3.2 Summary

As a final point, the primary Chinese school English Language teachers disclosed that there are challenges faced by them in utilizing Google Classroom during their English lessons. Based on the responses, all the teachers responded that they had experienced different types of challenges in utilizing Google Classroom during their English lessons. Despite the challenges in utilizing Google Classroom during their English lessons, the teachers also shared their opinions on viewing Google Classroom as a user-friendly application. Besides, teachers’ responses were towards supporting to classify Google Classroom as a user-friendly application despite all the challenges they faced.

CHAPTER V

DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter comprises the discussion of findings, implications and conclusion of the research study as well as the recommendations for this research study.

5.1 Discussion of Findings

Based on the data gathered from the questionnaire, it was recognized that most of the primary Chinese school English Language teachers have agreed that the use of Google Classroom is effective in terms of ease of access, perceived usefulness, communication and interaction, perceive instruction delivery and teachers' satisfaction. Besides, it was also recognized that all the primary Chinese school English Language teachers have faced challenges in using Google Classroom during English lessons based on the data collected from the semi-structured interview.

5.1.1 Questionnaire

Ease of Access

In general, based on the findings, majority of the primary Chinese school English Language teachers agreed that Google Classroom is effective in terms of ease of access. The outcomes obtained from the data findings revealed that most of the primary Chinese school English Language teachers agreed that Google Classroom contains a good ease of access particularly in terms of signing in to it. This is because Google Classroom is an application that can be accessed by the Google account users through various technology devices according to their convenience. This was in line with a study conducted by Harjanto and Sumarni (2019) where teachers generally agreed that Google Classroom is effective in terms of ease of access as it is accessible through

gadgets like computers, laptops and smartphones. Google Classroom is also friendly towards the different types of operation systems (OS) like Windows and Android in the gadgets (Hausammann, 2017).

Meanwhile, the data findings exposed that some of the primary Chinese school English Language teachers felt Google Classroom contains least ease of access in terms of navigating the system without any guides or instructions in a written form. This probably due to the poor knowledge that the teachers have on the ways to utilize Google Classroom as they were not exposed with sufficient training. This was supported by Bingimlas (2009) as he stated that lack of training on information and communication technology (ICT) tools directs teachers to have a poor competence in utilizing the tools without guides during the lessons. Hence, this makes the teachers to be fully dependent on guidelines or instructions in a written form as to utilize Google Classroom effectively without wasting time to figure out the steps to use it. Besides, according to Beggs (2000), lack of trainings sooner or later makes the teachers to feel less keen to use Google Classroom during lessons because of the poor competency they have in using it.

Perceived Usefulness

Besides, Google Classroom was accepted to be an application that holds usefulness in different terms as more than half of the primary Chinese school English Language teachers agreed to it. The results attained discovered that most of the primary Chinese school English Language teachers observed Google Classroom to be useful in helping them to distribute and collect assignments on time from the students. This is because Google Classroom contains a page called Classwork that allow teachers to post and organize assignments. This is also where teachers are allowed to distribute the assignments based on the topic, hence it is easier for the students to locate the assignments and submit accordingly on time. This finding was supported by a study conducted

by Harjanto and Sumarni (2019) where it was mentioned that utilizing Google Classroom saves the teachers' time in regards to distribute and collect assignment on time as with one click, all the assignments can be easily admitted.

Nevertheless, there were a few of the primary Chinese school English Language teachers whom observed Google Classroom as least useful in respect of checking and providing the students immediate feedback on the assignments submitted. This might be because of the time limitation the teachers face which leads the teachers to fail in providing useful feedback on the submitted assignment as a responsible teacher. This was supported by Jones (2004) as he stated that when a teacher uses information and communication technology (ICT) tools to conduct his or her teaching process, the teacher eventually needs more time to prepare the lesson. This is because the teacher has to create a lesson that is suitable to be carried out virtually while handling many technical glitches (Jones, 2004). Therefore, teachers would fail in providing attention to the students particularly in checking and providing them feedback on the assignments that they have completed and submitted. This is because the teachers need to spend the time for other purposes which contributes to have a smooth lesson.

Communication and Interaction

Almost all of the primary Chinese school English Language teachers agreed that Google Classroom is effective and aid them in terms of boosting communication and interaction between the students and teachers. It is discovered that most of the primary Chinese school English Language teachers find it easy to stay contacted and approachable with their students through the use of Google Classroom based on the data findings. This is because Google Classroom has the capability to allow the teachers to handle a large number of students with no trouble anytime and anywhere. For example, teachers can conduct a group discussion on any matter without the need

to find a venue as it can be conducted virtually. This was in line with a study conducted by Iftakhar (2016) who stated that teachers find the features of Google Classroom facilitate themselves along with their students in order to have an enhanced interaction and remain connected.

However, there were a number of the primary Chinese school English Language teachers feel least excited or keen in carrying out the teaching process with the use of Google Classroom. This may be mainly due to the lack of confidence the teachers have in using Google Classroom during their teaching process. The lack of confidence in teachers may be due to the fear in experiencing a number of failures using Google Classroom. According to a study by Balanskat et al. (2006), limitations in teachers' knowledge can make teachers to feel fearful in using an information and communication technology (ICT) tool during lessons and hence not confident to utilize it. Similarly, there was another study in line with this finding which is conducted by Jones (2004) who stated that majority of teachers who think themselves to be less skilled in using an information and communication technology (ICT) tool feel fearful to use it with the presence of students who possibly know more than they do. Hence, lack of confidence and poor knowledge do influence teachers' excitement level to use Google Classroom.

Perceive Instruction Delivery

Moreover, Google Classroom was recognized to be an effective application in respect of delivering instruction as majority of the primary Chinese school English Language teachers agreed to it. According to the results, it can be said that most of the primary Chinese school English Language teachers perceived Google Classroom as an effective tool in informing or setting due dates or duration to complete activities or assignments given. This is because Google Classroom has the feature to set due dates when a teacher posts an assignment for the students to do which eventually encourages the students to complete the assignment in the given period of time. This

was supported by Harjanto and Sumarni (2019) as he stated that Google Classroom contains important features for teachers to post an assignment with datelines which allows students to keep track of the due dates and avoid late submission. Thus, students will be more alert and wanting to complete the assignments on time to avoid late submissions.

Yet, there were several primary Chinese school English Language teachers whom find it hard to remain students to stay focused on the task that is being carried out through the use of Google Classroom. This is because when lessons are carried out using Google Classroom, there are many opportunities for the students to get involved with other things that are not related to the lessons. For example, students might be using social medias or browsing websites that are not related to educational purposes. This was supported by a study carried out Shonfeld and Tal (2017) which stated that online lesson in some aspect allow students to get distracted certainly and offer the students chances to do something else instead of being focused on the lesson carried out.

Teachers' Satisfaction

Overall, more than half of the primary Chinese school English Language teachers have agreed that Google Classroom satisfy the teachers in terms of carrying out the teaching and learning process through it. It was also found that most primary Chinese school English Language teachers are willing to recommend Google Classroom to be used by other teachers for teaching other subjects besides English Language. This is mainly because Google Classroom helps teachers to boost their teaching processes to high level by integrating interesting activities together with teaching materials which also aid the teachers to meet their teaching objectives. This was in line with a study conducted by Harjanto and Sumarni (2019) where the teachers were pleased with Google Classroom application as it provides many benefits to the progression of the teachers in executing the teaching process and meeting the teaching goals. There was also another study by

Azhar and Iqbal (2018) which was line with this study as the teachers felt satisfied with Google Classroom due to its role as an encouragement tool to be extra creative and innovative in utilizing the features of Google Classroom as to form a better quality of teaching.

On the other hand, there were a number of the primary Chinese school English Language teachers whom feel least satisfied to choose Google Classroom as the first choice as compared to other application in regards to develop an active learning process for the students. This is because when teachers utilize Google Classroom, students tend to choose to not contribute to any activities or discussion carried out by teachers instead remain silent and passive. Besides, Google Classroom contains only basic features which does not aid for the teachers to keep track of their doings. Thus, an active learning cannot be achieved as there is no face to face interaction where teachers would not able to know what is happening on the other side and probe them accordingly to speak. This was in line with a study conducted by Azhar and Iqbal (2018) which stated that Google Classroom has not given an impact on the teaching and learning process of the students instead it is more effective as a facilitation tool in terms of handling documents or assignments and classroom.

5.1.2 Semi-Structured Interview

Based on the data collected, it can be said that school level, teacher level and student level barriers were the recognized barriers that led all the primary Chinese school English Language teachers to face challenges in using Google Classroom effectively. Besides, school level barriers were more known among the primary Chinese school English Language teachers as compared to the teacher and student level barriers.

a) School Level Barriers

Poor Knowledge

As stated before, these 5 schools that were selected to participate were schools that are ordered in the school list at the top in Ipoh. Subsequently, this led to an assumption that these 5 schools were all well-found with adequate and good quality of facilities of technology along with funds. Yet, there were still schools that contributed to the challenges faced by the primary Chinese school English Language teachers in utilizing Google Classroom effectively during the English lessons. One of the primary Chinese school English Language teachers mentioned that she faced challenges in understanding the features of Google Classroom as she was not exposed to Google Classroom beforehand. This statement was classified below school level barriers. This is because as renowned schools in Ipoh city, it was assumed that all the schools to appear as good role models of information and communication technology (ICT) tools usage but then the truth was dissimilar. So, this probably means that there may be problems in the management of the school in managing the information and communication technology (ICT) tools usage in English lessons by the teachers. According to Bingimlas (2009), inadequate of effective training on information and communication technology (ICT) tools is one of the school level barriers that contributed much to the challenges in understanding the features of Google Classroom.

Similarly, according to Beggs (2000), lack of training for teachers is one of the top barriers in bringing teachers to face challenges in using information and communication technology (ICT) tools to teach students. This is because lack of training on information and communication technology (ICT) tools directs teachers to have a poor competence in integrating the tools during the lessons (Bingimlas, 2009). This eventually makes the teachers to feel less enthusiastic to conduct the teaching and learning process by integrating information and communication

technology (ICT) tools into the lessons as they feel fear of failure in using it due to the poor knowledge (Beggs, 2000). Besides, providing effective pedagogical using information and communication technology (ICT) tools training for teachers is important rather than only training them to utilize information and communication technology (ICT) tools (Jones, 2004). In addition, age and teaching experience of the teachers do influence the effective use of information and communication technology (ICT) tools during lessons. This is because older teachers with more teaching experience like participant 1 of this research study usually prefer to use the conventional ways to conduct the lessons (Kamilah & Anugerahwati, 2016). This is probably due the poor adaptability level or resistance the teachers own as older teachers generally think themselves as too old to adapt to the information and communication technology (ICT) tools. This was supported by Gorder (2008) as he mentioned that teaching experience of a teacher is significantly connected with the real use of technology tools.

Poor Connection

Moreover, one of the primary Chinese school English Language teachers stated that she faced challenges in getting accessed to Google Classroom due to the internet connectivity. This statement was classified under school level barriers. According to Bingimlas (2009), issues on accessibility due to poor connection is another barrier that usually discourages teachers from using information and communication technology (ICT) tools to carry out lessons. On the other hand, without technical support, a teacher cannot be expected to deal with barriers such as poor internet connectivity in order to utilize information and communication technology (ICT) tools to carry out lessons (Lewis, 2003). This is because teachers might be experiencing poor internet connection due to other reasons like teachers having to work on old computers that does not support or able to connect to any internet connection available (Sicilia, 2005). Those teachers who are having to

work on old computers might not have the capability to purchase a brand new laptop (Sicilia, 2005). Hence, according to Korte and Hüsing (2007), information and communication technology (ICT) support or maintenance contracts in schools particularly funds are needed to help out teachers who are facing internet connectivity issues. This is also to aid teachers to spend the time wisely for teaching instead of having the time to figure out the main cause of the problems (Korte & Hüsing, 2007).

Furthermore, a not well-equipped or facilitated schools do play a role as a barrier that leads teachers to not to use information and communication technology (ICT) tools during lessons. For example, infrastructure barriers like Wi-Fi connection not yet being available in school for teachers to use information and communication technology (ICT) tools during their lessons. This is where teachers who have a great deal of interest and readiness in using information and communication technology (ICT) tools during their lessons fail to utilize it. In actual fact, the teachers would fail in designing interesting lessons with the help of information and communication technology (ICT) tools. Thus, teachers have to go for other method like the traditional method in conducting the lessons which is more to textbook focused and rote learning. This finding was supported by Korte and Hüsing (2007) in their study where they stated that poor broadband access in schools contributes much to the poor usage of information and communication technology (ICT) tools.

b) Teacher Level Barriers

Lack of Time

Furthermore, there were also some of the primary Chinese school English Language teachers whom mentioned that they faced challenges in using Google Classroom during their English lessons due to the time constraint. The primary Chinese school English Language teachers

stated that they faced challenges in monitoring specifically in keeping track of the students throughout the entire lesson and to provide feedback as well as to make sure if the students comprehended the feedback provided correctly. Besides, the primary Chinese school English Language teachers also stated that they faced issues in achieving the lesson objectives due to the limitation of time. These statements were classified below teacher level barriers. According to Sicilia (2005), time constraint is the most common barrier teachers face to fulfill their responsibility as a teacher when teaching process is conducted through information and communication technology (ICT) tools.

Similarly, according to Jones (2004), the issue of shortage of time be present for teachers in various parts of their work which affects their capability to fulfill their tasks as a responsible teacher. This is because when teaching process is conducted through information and communication technology (ICT) tools, teachers have to spend more time to design and prepare lessons that suits to be conducted virtually and discover as well as practice using the information and communication technology (ICT) tools to conduct the lesson (Jones, 2004). Besides, it is also mentioned that teachers need more time to locate and deal with technical issues which is vital in producing a smooth lesson entirely. (Jones, 2004). Thus, this will lead to a failure in providing focus towards the students and making sure the lesson is fulfilled as the teachers have little time as they spend most of the time dealing with the information and communication technology (ICT) tools to carry out lessons.

c) Student Level Barriers

Lack of Participation

In addition, there were also some of the primary Chinese school English Language teachers mentioned that they faced challenges in using Google Classroom during their English lessons because of the lack of participation of students into the lessons particularly during a discussion or activity. The primary Chinese school English Language teachers specified that they faced challenges in carrying out an effective group discussion as most of the students choose to remain quiet throughout the discussion. Besides, the primary Chinese school English Language teachers also specified that they faced challenges in obtaining the participation of the students into a discussion. These statements were classified under student level barriers.

According to Harjanto and Sumarni (2019), since students these days deal with technology, there are a great deal of chances for the students to browse to other sources which are not related to education or more specifically to learning. For instance, students might be busy browsing their social medias like Facebook, Instagram or Twitter, playing online games, watching videos on YouTube or chatting with their friends using online or web-based applications like WhatsApp (Harjanto & Sumarni, 2019). Therefore, students tend to get distracted easily from the lesson and lost their concentration towards the activity or discussion conducted by the teacher (Harjanto & Sumarni, 2019). This was also supported by a study conducted by Shonfeld and Tal (2017) who mentioned that paperless classroom in some way provides opportunities for students to do something that is not related to the lesson particularly the activity or discussion conducted.

Google Classroom as a User-Friendly Application

On the other hand, all the primary Chinese school English Language teachers have said that they presumed Google Classroom as a user-friendly application under certain circumstances such as if a teacher is good at information and communication technology (ICT), acquired information and communication technology (ICT) tools functions and have a strong internet connection. They have also stated that Google Classroom is classified as user-friendly application as it owns only basic or in other words easy features to be learnt. According to Ghavifekr and Rosdy (2015), information and communication technology (ICT) tools are generally categorized as user-friendly for the teachers only if the teachers are well-equipped. Besides, this finding of this research study did blend together with another research study by Harjanto and Sumarni (2019) where the teachers perceived Google Classroom application as user-friendly and positively as it brings goods to both students' learning process and teachers' teaching process. The teachers also found that Google Classroom is user-friendly and effective as it contains simple features that encourages collaborative learning and aids teachers in organizing students' documents (Harjanto & Sumarni, 2019).

5.2 Implications

There are a few implications to be given in the use of information and communication technology (ICT) tool, Google Classroom during English lessons based on this research study. First and foremost, lessons that are conducted using information and communication technology (ICT) tool, Google Classroom be able to boost the engagements of the students towards the English lessons and inspires students to offer high participation during the English lessons. This is where students will learn to conduct independent learning as in where they take up their own decisions during their learning process.

Above all, teachers also to be advised that the usage of information and communication technology (ICT) tool, Google Classroom to be encouraged during English lessons or other subjects' lessons. This is because Google Classroom serves the aim to aid the students all the way through their journey as a student where they will be able to study, practice and go through the content of the subjects taken through the activities, discussions and teaching materials such as notes uploaded in Google Classroom. Besides, it is also advised that future English teachers to be aided through the use of information and communication technology (ICT) tool, Google Classroom during their lessons as this aids to improve their teaching method and information and communication technology (ICT) knowledge in order to be in line with the 21st century education.

In addition, this research study showed the Education Ministry of Malaysia to increase the immersion of information and communication technology (ICT) tool such as Google Classroom into teaching by bearing in mind the potential barriers to take place during the application. This permits the Education Ministry of Malaysia to fix the barriers so as to produce an encouraging surroundings for the teachers' teaching process and students' learning process to occur effectively.

5.3 Conclusion

As educational institutions in recent times come to rely on information and communication technology (ICT) tools to construct the teaching experiences of teachers, it is vital to wisely ponder how pedagogical practices need to adjust with a view to capitalize from these adjustments. This is because studies on such pedagogies are still at the beginning (Heggart & Yoo, 2018). Thus, this research study based on the framework delineated above can act as a guide on making judgements on the effectiveness of an information and communication technology (ICT) tool, Google Classroom and to what extent it can be utilized in a primary setting. The framework that has been utilized presents five main concepts that will inform whether an information and communication

technology (ICT) tool is a success or not, particularly in terms of effectiveness. The five main concepts are ease of access, perceived usefulness, communication and interaction, perceive instruction delivery and teachers' satisfaction.

This research study found out that majority of the primary Chinese school English Language teachers were satisfied with the information and communication technology (ICT) tool, Google Classroom due to its effectiveness as an active teaching and learning tool. However, this research study also found out that all the primary Chinese school English Language teachers do face challenges in using Google Classroom due to external factors. Thus, all the obstacles faced by the teachers in using information and communication technology (ICT) tool, Google Classroom for teaching and learning process must be fixed directly as it is a pedagogical tool that will enhance the teaching and learning process.

5.4 Recommendations

On the whole, the sum of participants took up in this research study was just 30 primary Chinese school English Language teachers. Based on this sample size, the findings of this research study cannot be generalized towards the education system entirely. Thus, the future researcher can involve a bigger sample size so as to achieve a widespread finding (Zamboni, 2017). This is because findings that contains greater reliability be able to be attained by taking a bigger sample size in further studies (Faber, 2014).

Moreover, the data collection process for this research study was executed during the COVID-19 pandemic which is during the month of January in the year 2021. That is to say, the schools in Malaysia were all closed down in order to prevent the corona virus to spread among the school children and teachers. Therefore, it was challenging to execute the data collection process virtually for this research study as all the teachers were working from home. It took up more than

the time allocated for data collection particularly in waiting for the teachers' response. For that reason, future researcher has to plan wisely on the month, day and time as well as the way the data collection process will be carried out earlier.

Furthermore, this research study only focused on the public primary Chinese school English Language teachers where the findings of this research study displays only the perception of the public primary Chinese school English Language teachers. Hence, it is suggested for future researcher to take account of the perceptions of English Language teachers from public primary Tamil and national schools in Malaysia in order to analyse the effectiveness together with the challenges in using Google Classroom application in all types of public primary schools. This will allow future researcher to carry out comparative study by comparing the effectiveness and challenges in using Google Classroom which is experienced by all types of public primary schools English Language teachers.

Lastly, there were also participants who had reluctance in contributing to this research study. This is because they were all having busy schedules due to the increase of workload since the work from home was implemented. Besides, due to the busy schedules, the participants who took part in this research study answered in a rushed situation. Hence, future researcher should work together with the participants in prior to get the right time so that the participants would be able to participate in the research study effectively.

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Appendix A: Permission Letter to Conduct Research Study



UNIVERSITI TUNKU ABDUL RAHMAN

Wholly Owned by UTAR Education Foundation (Company No. 578227-M)

Perak Darul Ridzuan

11th January 2021

Dear Sir/Madam,

Ref: Request for Permission to Conduct a Study

I am an undergraduate student of Bachelor of Arts (Hons) English Education in UTAR, Kampar.

I am undertaking a research on the topic titled ‘Primary Chinese School English Language Teachers’ Perceptions Towards The Usage Of Google Classroom’. There are two objectives of my study and they are as follows:

- What are the primary Chinese school English Language teachers’ perceptions on the effectiveness in the usage of Google Classroom?
- What are the challenges faced by the primary Chinese school English Language teachers in using Google Classroom?

I hereby seeking your consent to allow me to carry out a study among the English Language teachers in your school. In order to assist you in reaching a decision, I have attached a copy of the research instruments which I intend to use in my research study.

Should you require any further information, please do not hesitate to contact me. My contact details are as follows:

Sashveta Darsyini A/P Segaran (011-36139397)

Your permission to conduct this study will be greatly appreciated. Thanking you in advance.

Yours sincerely,

Sashveta Darsyini A/P Segaran

Appendix B: Questionnaire

Research title: **Primary Chinese School English Language Teachers’
Perceptions Towards the Usage of Google Classroom**

Dear respondents,

I am a student from UTAR Bachelor of Arts (Hons) English Education. I wish to conduct a survey for the purpose to gather data for my Final Year Project.

The information gathered from this survey will then be used to investigate the main purpose of the study.

The main purpose of this study is to identify the primary Chinese school English Language teachers’ perceptions on the effectiveness in the usage of Google Classroom.

Therefore, your participations are very much appreciated for the data collection. I assure that all the information that you will have to provide will be solely used for the survey purpose and not revealed to any other people.

Thanking you in advance for your time and cooperation.

Yours faithfully,

Sashveta Darsyini A/P Segaran

With this survey, I hope to collect data about the primary Chinese school English Language teachers' perceptions on the effectiveness in the usage of Google Classroom. The questionnaire contains two parts. In the first part, you are asked to fill in your personal details. In the second part, you are requested to read the statements below and then rank the items between strongly disagree to strongly agree.

Part A

Gender: Male Female

Race: Malay Chinese Indian Others

Years of Teaching: < 4 years 4 - 15 years > 15 years

School: _____

Part B

Section A : Ease of Access						
Items	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	It is easy to log on to the Google Classroom.					
2	It is easy to upload and access course materials.					
3	It is easy to distribute and share assignments to the students.					
4	It is easy to receive completed assignments from the students.					
5	It is easy to navigate the system without written guidelines.					

6	It is easy to understand the system within a short time period.					
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Section B : Perceived Usefulness

Items	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7	It helps me in producing an excellent quality of teaching.					
8	It helps me to distribute and collect assignments on time.					
9	It helps me to examine problems and to assess as well as apply new ideas.					
10	It helps me to check and provide instant useful feedback on the assignments to the students.					
11	It helps me in monitoring the students' performance and understanding on the topic discussed with the grading system it owns.					
12	It helps me to maintain consistency in the subject objective, assessment and content.					

Section C : Communication and Interaction						
Items	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	It makes me feel comfortable in conversing through Google Classroom with my students.					
14	It helps to enhance the interaction between my students and myself.					
15	It helps me to keep my students engaged and be productive in a discussion.					
16	It makes me feel enthusiastic in conducting teaching through Google Classroom.					
17	It allows me to easily stay contacted and approachable with my students.					

Section D : Perceive Instruction Delivery						
Items	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
18	It allows me to provide clear instructions on how to participate in course learning activities or assignment.					
19	It allows me to clearly state the important due dates or time frames for learning activities or assignment.					

20	It allows me to share the important course topics for assignment or examination.					
21	It helps me to keep the students on task that is being carried out.					

Section E : Teachers' Satisfaction						
Items	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22	I met my personal teaching goal particularly in delivering the knowledge through the use of Google Classroom.					
23	I would recommend this application to be utilized by other teachers in teaching other subjects.					
24	Google Classroom is my first choice in forming active learning as compared to other application.					
25	I like Google Classroom due to its role as a learning initiative and motivation booster.					

Appendix C: Semi-Structured Interview Questions

With this semi-structured interview session, I hope to identify the challenges faced by the primary Chinese school English Language teachers in using Google Classroom.

1. How long have you worked as a teacher?
2. Based on your experience in using Google Classroom, do you face any challenges in using Google Classroom during your English lessons?
3. If you do, what are the challenges you faced in using Google Classroom?
4. As a whole, do you presume Google Classroom as a user-friendly application? If yes, why?
If no, why?