

THE IMPACT OF GOOGLE CLASSROOM AND EXTENSION ON STUDENT'S MOTIVATION AND ENGAGEMENT IN EFL CLASSROOM (THE CASE STUDY OF SMA ISLAM ATHIRAH BONE)

Asman Bin Mohd Tahir¹, Suharyadi², Sintha Tresnadewi³

^{1,2,3} English Department, Faculty of Letters, Universitas Negeri Malang, Malang, Indonesia
asmanbinmohdtahir96@gmail.com

Received: June 28 ,2024 Revised: August 14,2024 Accepted: September 9, 2024

ABSTRACT

In today's technology-driven world, students are increasingly surrounded by digital tools, with easy access to vast amounts of information (Egbert, 2009). From a pedagogical perspective, integrating technology into education is essential for successful learning outcomes (Sebring and Chicago School Consortium, 2013). Despite this, less than half of students utilize technology for academic purposes, though 92% have access to it at home. The evolving information age has made previously expensive technologies accessible to many (Edwards, 2009), necessitating that educators adapt to this technological integration. This study examines the impact of Google Classroom and its extensions on student motivation and engagement in English as a Foreign Language (EFL) classrooms at SMA Islam Athirah Bone. The research highlights the importance of incorporating real-world technology into EFL classes to enhance student interest and motivation (Usher & Center on Education, 2012). Technology supports diverse learning styles, fosters community, and provides hands-on experiences, especially beneficial for students with learning disabilities (Heafner, 2004; Liu, 2016). As English is a global language, its learning is critical for accessing research and higher education (Morris & Maxey, 2014). Traditional methods have evolved, with technology playing a pivotal role in English language instruction (Graddol, 2012). This qualitative study uses video recordings, interviews, and observation checklists to explore the impact of technology on student engagement and motivation in EFL classrooms. Data collection involved classroom observations and semi-structured interviews with teachers and students. The findings indicate that both teachers and students at SMA Islam Athirah Bone perceive the use of Google Classroom and its extensions as beneficial for active learning and engagement. This study contributes to a deeper understanding of how technological tools can enhance EFL learning experiences and suggests practical applications for better classroom interactions.

Keywords: *Google Classroom; Student Motivation; Student Engagement; EFL Classroom; Technology Integration; Pedagogical Impact; Educational Technology.*

INTRODUCTION

In the modern era, According Egbert in (Enanoza, 2023) students are constantly surrounded by technology, with access to information merely a fingertip away. From a pedagogical standpoint, the integration of technology into the educational system is not only beneficial but also essential for achieving successful educational outcomes (Ehrlich, Spote, & Sebring, 2014). Despite the widespread availability of technology, studies have shown that less than half of the students use it for academic purposes, even though 92% have access to technology and the internet at home. The digital age has brought about significant advancements,

making technology that was once expensive and limited to a privileged few more accessible and affordable (Yu, 2002). As students grow up in this tech-saturated environment, educators must adapt to integrate these tools into their teaching practices. English as a Foreign Language (EFL) teachers, in particular, need to find effective ways to incorporate new technologies into their lessons to enhance both motivation and educational outcomes. Communicative language teaching, as a major source of influence in reshaping language teaching practices, aims to develop learners' communicative competences through learner-centered interaction in the target language, and often involves the use of materials relevant to their specific interests and needs, engagement in real-world contexts, collaboration with others, and control over how to convey oneself. It is crucial for EFL classes to cater to the diverse needs of students (Littlewood, 2014).

According to the future lab in (Badejo dan Chakraborty, 2022) Technology supports various learning styles, fosters a sense of community, and provides hands-on experiences. Additionally, appropriate technological tools, such as Google Classroom, can assist students with learning disabilities by offering personalized learning experiences (Floyd dan Judge, 2014). English is a critical global language, motivating individuals to learn it for various reasons. It serves as the medium of instruction in many educational institutions and is essential for accessing research across disciplines (Morris & Maxey, 2014). Learning English is challenging (Ishihara & Cohen, 2014), According Graddol in (Solikhah, 2023) and teaching methods have evolved from traditional approaches to incorporating advanced information technology, thereby facilitating and enhancing the learning process.

This study focuses on the impact of "technology", the convergence of technology, pedagogy, and content on student engagement and motivation in EFL classrooms at SMA Islam Athirah Bone. Technology leverages the power of multimedia computing to address pedagogical needs, presenting content in a continuum tailored to learner characteristics, styles, and preferences. This approach supports, complements, and enhances teaching and knowledge retention in educational settings. Given the significance of technology in EFL classrooms, this research investigates its impact on student engagement and motivation at SMA Islam Athirah Bone. The primary research question is: How do Google Classroom

and its extensions engage and motivate students in the EFL classroom at SMA Islam Athirah Bone? The objective of this research is to determine how Google Classroom and its extensions enhance student engagement and motivation in the EFL classroom at SMA Islam Athirah Bone. This research aims to contribute both theoretically and practically to the field of language teaching and learning. It seeks to advance the understanding of technology's impact on student engagement and motivation in EFL classrooms. Aims to provide new insights and corroborate findings from similar previous studies. The study offers valuable information for educators to improve their understanding of technology's role in enhancing student engagement and motivation in EFL classrooms. It aims to inform learners about the benefits of using technology in their language learning journey.

MATERIALS AND METHOD

A. Materials

1. Technology as a Pedagogical Skill in ICT Learning Activities

Technology, or the pedagogical skill to use ICT for teaching and learning, transforms the learning environment by leveraging information and communication technologies. This approach emphasizes the necessity of matching technological capabilities with educational needs, providing real-time information and interactive elements like simulations and animations. Despite its potential, technology requires careful consideration of students' learning styles and preferences to be truly effective. Illustrated the application of technology across various disciplines, highlighting its ability to enrich learning environments with specific learning objects (Hasudunganlubis, Idrus, & Sarji, 2018).

2. Perspectives on Technology Use in Education

According to Bolkan in (Badejo dan Chakraborty, 2022) Exposure to a variety of technologies is essential for students from elementary to high school levels, yet many schools struggle to meet this need. Leadership in schools plays a critical role in setting expectations for technology use, but disparities in technology adoption persist across different schools. Research by Sung Youl Park (2009) and Meyer, Abrami, Wade, & Scherzer (2011)

shows that successful technology integration often depends on the culture of the institution and the training provided to future teachers (Sahed, 2020).

3. Student Motivation Through Technology Use in School

Godzicki, et al. in (Woottipong, 2022) explored the impact of technology-assisted learning environments on student motivation and behavior. Their study found that technology use increased student participation and motivation, though it was underutilized by many teachers. Halat in (Aslanyan-rad, 2024) also demonstrated that specific technological interventions like WebQuests and new educational tools can significantly enhance student motivation and understanding.

4. Integrating Technology in Classrooms

According to Zimlich in (Kazu, 2021) The integration of information technology in classrooms has become widespread, enabling educators to differentiate instruction and enhance student collaboration. Studies have shown that the success of technology integration is not solely dependent on the amount of technology used but on the quality and effectiveness of its application by teachers. According to Eckstein in (Badejo & Chakraborty, 2022) Tools like Google Drive, GoogleDocs, and blogs facilitate collaborative learning and idea-sharing among students and teachers. Research by Teo, Su Luan, and Sing in 2008 in (Shittu, 2016) further supports the importance of teacher attitudes toward technology in the success of its integration..

5. Google Classroom and Its Extension in EFL Classrooms

The development of information technology, especially during the COVID-19 pandemic, has necessitated innovation and creativity in education. Google Classroom has emerged as a vital tool for online learning, offering a user-friendly platform for managing and delivering educational content. This application supports various teaching functions, such as posting assignments, collecting student work, and facilitating discussions (Hakim, 2016). Additionally, Google Classroom can be enhanced with extensions like Google Meet for video conferencing, Kahoot for quizzes, and Google Forms

for surveys and assessments, making it a comprehensive tool for EFL classrooms.

B. Method

1. Research Design

According to Gay in (Apuke, 2017) This study adopts a qualitative research design, which involves summarizing, analyzing, and interpreting detailed reports and visual data to gain a comprehensive understanding of a topic. The objective is to explore the impact of technology on student activities in EFL classrooms, aiming for a deeper understanding of diversity. Classroom video recordings and interview transcriptions were converted into text and then analyzed to understand student engagement and motivation. This method provides valuable insights for improving classroom interactions.

According to Gay in (Apuke, 2017) The research follows the descriptive qualitative research process, which includes identifying the research topic, reviewing literature, selecting participants, collecting data, analyzing and interpreting data, and reporting and evaluating the research.

2. Location and Time of the Research

The research was conducted at SMA Islam Athirah Bone, located in Kelurahan Panyula, Tanete Riattang Timur district, Bone regency. The study spanned three months, concluding at the end of May 2021.

3. Participants of the Research

Participants included two EFL teachers and 24 students from SMA Islam Athirah Bone. The research focused on interactions between teachers and students, particularly how teachers motivate and engage students during the learning process. Data sources included classroom dialogues, observations, and interviews to confirm these interactions.

4. Instruments of the Research

The primary instrument was the researcher, supplemented by interviews and observations.

a. Observation Checklist

Observation involved reporting activities in different social settings to understand participants' actions and perspectives. According to

Bogdan in (Kumar, 2014) This method included a prolonged period of intense social interaction between the researcher and subjects, with data collected unobtrusively and systematically in the form of field notes.

b. Interview

Interviews were conducted to verify and understand the interactions between teachers and students, focusing on motivation and engagement. Interviews were essential for collecting data on behaviors, feelings, and perceptions that could not be observed directly (Merriam dan Tisdell, 2015).

5. Procedure of Data Collection

The data collection procedure included the following steps:

- a. Proposing a permission letter.
- b. Observing classroom situations.
- c. Recording classroom interactions.
- d. Filling out the observation checklist and taking notes during observations.
- e. Interviewing teachers and students.

6. Techniques of Data Analysis

Data analysis followed Brown (2014) interaction analysis approach for foreign language classrooms, exploring specific communication styles used by teachers and students. The analysis involved:

- a. Data Reduction: Irrelevant data were eliminated, and relevant data were transcribed, selected, and analyzed based on the research questions. Data were coded and categorized thematically using Microsoft Word.
- b. Data Display: Organized information helped describe conclusions. The reduced and coded data were presented in narrative text, focusing on the research's main points.
- c. Conclusion Drawing/Verification: Conclusions were developed based on the displayed data and related to the theoretical framework provided in chapter two. The conclusions were then confirmed through verification.

7. Findings

Based on the research questions, the researcher had conducted the data collection by having a video recording and filling an observation checklist while the teaching and learning process was conducted in the classroom. Observation checklist was used to collect the data of research. The observation was followed by the interview which applied semi-structured interview to confirm the function of technology by using Google Classroom and extension to engage and motivate the students and teachers' perception. Those recordings were transcribed, coded, paired and analysed.

In this research, based on the research question, findings are organised in two parts, based on an interview and based on classroom video recording and observation checklist.

DISCUSSION

1. The teacher and students opinion on the Google Classroom and extension

Based on the interview conducted between the researcher and the teachers and students, it shows that teachers and students have their own perception of using Google Classroom and extension. Generally, using Google Classroom and extension at SMA Islam Athirah Bone based on teacher and students perception is appropriate. The transcription of interview about using Google Classroom can be seen in the following interview quote:

"...terkait penggunaan Google classroom di kelas XI SMA Islam Athirah Bone sangat tepat, soalnya pada pembelajaran online siswa harus diberikan aktifitas yang bisa diakses oleh semua siswa dan melibatkan mereka secara aktif dalam PBM, tujuannya agar siswa merasa terpenuhi kegiatannya secara mandiri di rumah melalui aktifitas yang ada dalam aplikasi Google Classroom.

[... in implementation of Google Classroom application at SMA Islam Athirah Bone is highly appropriate because The online learning students need to be active in every activity. So teachers have to prepare fun and attractive activities for online learning. The goal is to make students feel converted and enjoy online learning because the games that support the content of lessons are taught during online learning.

2. Advantage and disadvantage using Google Classroom

In relation to the advantages and disadvantages of using technology by implementing Google Classroom and extension in online classroom, one of the teachers argues as the following quotes:

"... ada beberapa kelebihan menggunakan aplikasi Google Classroom diantaranya: mendukung pembelajaran online, mudah diaplikasikan di kelas, siswa mudah mengakses. Guru muda menyusun materi yang akan diajarkan pada siswa, tentunya juga memiliki kekurangan diantaranya sulit diakses oleh siswa yang mengalami kendala pada akses jaringan internet., "

[... There are some advantages of Google classroom applications... They support online learning, it is available for online classroom at Pandemic Covid-19, it's easy to be applied, it's easy to be accessed by the students and the formulation of content material is easy. About the disadvantage, it is more about the student... he/she may find some difficulty when we give some instruction because it's online learning. It's possible that their unstable internet connection... so they find some problems to access word wall game]

Similarly, in other interview was stated by the Student: “... *kelebihannya Aplikasi Google Classroom mudah untuk dipahami oleh kami siswa. Yup ...kami bisa mengakses dengan muda materi yang sudah disusun oleh guru kami. Kami sangat senang menggunakan Google Classroom dan aplikasi tambahannya*” [... Google Classroom application is easy to be understood by students.. we can access the content of the lesson easily by our self. We feel enjoy to access Google classroom]

On the other hand, it can't be denied that there are some disadvantages of Google Classroom and extension. One of the problems faced by teachers by the use of Google classroom is IT tools that the students use and the students' internet connection. According to the teacher's statement, It can be seen in the following quotes:

“...*siswa yang mengalami kendala pada perangkat IT dan jaringan terkadang lambat untuk mengikuti aktivitas di Google Classroom. Oleh karena itu sebelum mengaplikasikan aktivitas di Google Class room kami guru harus mengecek perangkat IT dan jaringan internet siswa terlebih dahulu.*”

[Students who have problems with IT devices and networks are sometimes slow to follow the game. Therefore, before applying Google Classroom activities, the teacher must check the students' IT devices and internet network first].

Another disadvantage of implementing a word wall game is that the teacher finds it difficult to explain the mechanism of the Google Classroom activity because of online learning. This is what the teacher said: “... *kadang-kadang kita kesulitan menjelaskan mekanisme pembelajaran.*” [... sometimes we have difficulty explaining the learning mechanism]. In this case the teacher needs to prepare him/herself before teaching about how to explain the mechanism effectively.

3. Using Google Classroom and students motivated and engagement

Google Classroom application and students' motivation and engagement have relations with each other. It can be seen in internal and external motivation. The teachers and students' opinion from the interview can be seen as the following quote.

“... saya pikir belajar online dengan menggunakan GC sangat cocok untuk diterapkan. Hal ini bisa menjadi jalan bagi kami guru untuk memenuhi kebutuhan belajar siswa. GC sendiri bisa memotivasi siswa dan bisa menarik perhatian bagi siswa. Sebab GC dan tambahan fitur-fitur yang disediakan oleh GC bisa semakin memotivasi dan menarik perhatian siswa. Dengan demikian siswa akan antusias dan akan termotivasi untuk belajar bahasa Inggris.”

[... I think learning online using GC is very suitable to be applied. It can be a way for teachers to meet the learning needs of students. GC itself can motivate students and can attract students' attention because GC and the additional features provided by GC. Furthermore, it can motivate and attract students' attention. Thus students will be enthusiastic and will be motivated to learn English....]

Besides the teacher's opinion about motivation and engagement through implementation Google Classroom and extension The following quote shows the relation GC and Students motivation according to students ' perception.

“...ini sangat memotivasi saya. Menggunakan Google classroom dalam belajar semakin memicu saya untuk lebih giat untuk belajar. Sebab di GC itu sudah lengkap aktivitasnya. Ada materi, ada video ada soal latihan dan saya bisa langsung melihat hasil atau nilai yang saya peroleh saya juga bisa bertanya kekeliruan saya dalam mengerjakan soal. Guru juga bisa langsung mengoreksi dan menjelaskan kepada siswa.”

[... This motivates me. Using Google Classroom in learning increasingly triggers me to be more active in learning. Because in GC, the activities are complete. There are materials, there are videos, there are practice questions and I can immediately see the results or grades I get. I can also ask about my mistakes in doing the questions. Teachers can also directly correct and explain to students....]

The other opinion about implementing GC in online learning based on the other student's point of view is that it is easy to control his/her activity when the teacher uploads activity by opening their own email. The transcription of interview can be seen in the following interview quotes:

“... salah satu yang memotivasi ketika belajar melalui GC adalah notifikasi materi yang akan dipelajari dan tugas yang akan dikerjakan langsung masuk ke email saya...”

[...one of the things that motivates me when learning through GC is the notification of the material to be studied, and tasks directly go to my email....] (**Appendix 3.3. The Interview of S2. April 7th, 2021**)

Similarly, in other interview was stated by other student that the implementation of Google Classroom and extension can motivate him/her to get higher score in every activity at Google classroom. “... belajar menggunakan GC memotivasi saya untuk mengakses tepat waktu dan memotivasi saya untuk memahami dan menguasai setiap materi yang diberikan, serta saya termotivasi mengerjakan tugas dan mendapatkan nilai tertinggi di setiap tugas yang diberikan guru...”[... the learning process using GC motivates me to access on time and motivates me to understand and master every given material, and I am motivated to do assignments and get the highest score in every test given by the teacher...].

RESULTS

This section discusses the interpretation of the findings based on the result of statistical analysis and the description of data gained. It consists of students' motivation and engagement toward implementing Google classroom and extension at EFL online classroom. Students motivation and engagement consist of two parts, their intrinsic motivation and extrinsic motivation.

In foreign language learning, a number of factors can contribute to the differences of learner performance, such as age, gender, attitudes, motivation and learning style. Among them, motivation is widely accepted as a key to successful language learning. Motivated learners with positive attitudes towards the target language perform better than others. For motivation is playing an essential role in language learning achievement, to recognize what exactly motivation is will be beneficial to both teachers and learners.

Motivation is a complex construct and various definitions have been proposed. First, motivation can be examined in terms of the intrinsic and extrinsic motives of the learners. When learners are intrinsically motivated, they seek out novelty and challenges to extend their capacities and to learn without any apparent reward. On the other hand, extrinsically motivated learners learn in anticipation of a reward from outside. In this research intrinsic motivation can be seen on student opinion as like as at students interview .On this situation intrinsic motivation show that they are happy and interested to join the learning, on other hand on three time observation show that all intrinsic motivation students motivation can be determine they are, seek novelty, curiosity, pride, interest, sense of achievement and mastering the lesson.

Based on the response of students' answers on interviews shown by implementing Google classroom, Intrinsic motivation became the highest motivation that students had, which means that students are intrinsically motivated and thought of challenges for them to learn something new using Google Classroom and get fully understanding. Evaluation practice and parental family were the most dominant factors that influenced students' intrinsic motivation to know the learning aim of the lesson.

On the other hand, extrinsically motivated learners learn in anticipation of a reward from outside. Semmar claimed that students were more likely to succeed in their English courses when they possessed both extrinsic and intrinsic motivations (Chang, 2014). As for which type of motivation is more powerful, Brown (2014) conducted the research on motivation and found that intrinsic motivation could achieve long-term retention. In this research, finding students extrinsic shows that there are five categories: they are rewarded by the teacher, they want to pass the exam, they need to have a good score and they like the tools or media that teacher use and the last teacher uses a suitable method.

Furthermore, students who showed intrinsic motivation to knowledge as their motive in learning English by using Google Classroom had desires to learn English because they liked it and they really loved to learn using the feature of Google Classroom while they watched movies or listened to the English songs set by teacher on it. They were curious about learning, even though they got bored of their teacher's explanations, they still had motivation to learn English in order to understand English conversation, the story of movies and the meaning of songs. Dörnyei and Ushioda in (Zuniarti, Salam, & Arifin, 2017) define that Intrinsic motivation to know refers to motivation in doing an activity for satisfaction or pleasure of understand something new, satisfying one's curiosity, and exploring the world.

CONCLUSION

Based on the research findings and discussions in the previous chapters, the study has arrived at the following conclusions:

1. Intrinsic Student Motivation:

Intrinsic motivation emerged as a crucial factor for student success in online learning facilitated by Google Classroom and its extensions. The study identified six types of intrinsic motivation demonstrated by students during the learning process and captured in the interview sessions. These types include:

- a. Seeking Novelty: Students expressed a desire to explore and engage with new learning activities.
- b. Curiosity: Students showed an eagerness to understand and learn more about the subjects taught.

- c. Pride: Students felt a sense of accomplishment and pride in their learning achievements.
- d. Interest: Students displayed genuine interest in the lessons and activities provided.
- e. Sense of Achievement: Students experienced satisfaction from mastering the material.
- f. Mastering the Lesson: Students demonstrated a commitment to thoroughly understanding and mastering the content.

2. Extrinsic Student Motivation:

The implementation of Google Classroom generated a positive response from students, significantly enhancing their extrinsic motivation. The platform proved to be enjoyable and engaging for students, as evidenced by interviews with teachers and students, as well as observations of the learning process. Five key forms of extrinsic motivation were identified:

- a. Rewards from the Teacher: Students were motivated by incentives provided by their teachers.
- b. Passing Exams: The desire to succeed in examinations drove students to engage more deeply with the material.
- c. Achieving High Scores: The pursuit of good grades served as a strong motivator.
- d. Engagement with Tools and Media: Students appreciated the innovative tools and media used by teachers, which made learning more interactive and enjoyable.
- e. Effective Teaching Methods: Suitable teaching methods employed by teachers further motivated students to participate and excel in their online learning.

REFERENCES

- Amalia Solikhah, Nur. 2023. "Impact of Technology in Teaching and Learning English as Foreign Language: TESOL Context." *Journal Corner of Education, Linguistics, and Literature* 3 (1): 83–91. <https://doi.org/10.54012/jcell.v3i1.194>.
- Apuke, Oberiri Destiny. 2017. "Quantitative research methods: A synopsis approach." *Journal Al Manhal* 33 (5471): 1–8.
- Aslanyan-rad, Erfan. 2024. "Personalized WebQuest-based learning in EFL 's students of higher education," no. August.

- <https://doi.org/10.22034/JELT.2024.15087.1071>.
- Badejo, Johannes Adedokun, dan Joyram Chakraborty. 2022. "The effects of technology on incarcerated student motivation and engagement in classroom-based learning." *Human-Intelligent Systems Integration* 4 (3–4): 71–80. <https://doi.org/10.1007/s42454-022-00044-8>.
- Barir Hakim, Abdul. 2016. "Efektivitas Penggunaan ELearning Moodle, Google Classroom Dan Edmodo." *Jurnal I-Statement* Vol.02:2. <https://doi.org/10.46371/istatement.v2i1.16>.
- Brown, H Douglas. 2014. *Principles of language learning and teaching: A course in second language acquisition*. Pearson.
- Chang, Hui-chin. 2014. "Motivating TVES Nursing Students : Effects of CLT on Learner Motivation" 1 (April): 75–101.
- Ehrlich, Stacy B, Susan E Spote, dan Penny Bender Sebring. 2013. "The Use of Technology in Chicago Public Schools 2011 Perspectives from Students , Teachers , and Principals," no. February, 1–42.
- Enanoza, Feleeh L. 2023. "Lived Experiences of Teaching Interns in the Online Delivery of Instruction : A Psychological Study" 6:73–82.
- Floyd, Kim K., and Sharon L. Judge. 2014. "The efficacy of assistive technology on reading comprehension for postsecondary students with learning disabilities." *Assistive Technology Outcomes and Benefits* 8 (1): 48–64. <https://www.atia.org/at-resources/atob/%5Cnhttps://www.atia.org/wp-content/uploads/2015/10/ATOBV8N1.pdf>.
- Hasudunganlubis, Andre, Syed Zulkarnain Syed Idrus, dan Asiah Sarji. 2018. "ICT usage amongst lecturers and its impact towards learning process quality." *Jurnal Komunikasi: Malaysian Journal of Communication* 34 (1): 284–99. <https://doi.org/10.17576/JKMJC-2018-3401-17>.
- Ishihara, Noriko, dan Andrew D Cohen. 2014. *Teaching and learning pragmatics: Where language and culture meet*. Routledge.
- Kazu, İbrahim Yaşar. 2021. "The opinion of ELT students on technology-based classroom approach." *Focus on ELT Journal* 3. <https://doi.org/10.14744/felt.2021.00036>.
- Kumar, Sudeep. 2014. "Ethnographic Research : Holistic Understanding of Human Behaviour." *Jharkhand Journal of Development and Management Studies* 12 (1): 5709–30.
- Littlewood, William. 2014. "Communication-oriented language teaching: Where are we now? Where do we go from here?" *Language Teaching* 47 (3): 349–362. <https://doi.org/10.1017/S0261444812000134>.
- Merriam, Sharan B, dan Elizabeth J Tisdell. 2015. *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Morris, Michael, dan Shirley Maxey. 2014. "The Importance of English Language Competency in the Academic Success of International Accounting Students." *Journal of Education for Business* 89 (4): 178–85. <https://doi.org/10.1080/08832323.2013.819315>.
- Sahed, Asmaa. 2020. "The Impact Of Digital Uses On Student Success Case Study Master Two Student At University Of Tiaret." Université Ibn Khaldoun-Tiaret-.
- Shittu, A. Tajudeen, Gambari, A. I. S Akam O. O. M. Adetayo . 2016. "Journal of science, technology, mathematics and education (jostmed)" 7 (August):

218–25.

Woottipong, Kretsai. 2022. “Facilitating Learners’ Self-Regulated Learning Skills and Self-Efficacy to Write in English Using Technologies” 7 (1): 101–22.
<https://doi.org/10.35974/acuity.v7i1.2581>.

Yu, Peter K. 2002. “Bridging the digital divide: Equality in the information age.” *Cardozo Arts & Ent. LJ* 20:1.

Zuniarti, Nemi, Urai Salam, dan Zainal Arifin. 2017. “Students’ motivation in learning English using song.” *Tanjungpura University Pontianak*, 1–10.

How to find the Article to Cite (APA style):

https://scholar.google.com/citations?hl=en&user=J7RwxxgAAAAJ&view_op=list_works&sortby=pubdate