

EFL Teachers' and Students' Perceptions of Using Google Jamboard as Creative Media in English Classroom

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ABSTRACT

Creativity is any activity that brings the results that are innovative, useful, and easy to understand. In classroom, the teacher needs an application to support the teaching and learning process. Google Jamboard is a digital whiteboard that has been integrated with various cloud services to facilitate collaboration between teachers and students to make learning more interesting and interactive in the classroom. Google Jamboard application is an alternative for English teachers in teaching materials that require detail and help students explore their ideas. More specifically, this research discusses teachers and student perceptions of Google Jamboard as a creative medium in English classroom. The research method was a qualitative with a case study design. Participants were teachers and students of grade eleventh in SMA Negeri 4 Sidaorjo. The data in this research were obtained from interviews as primary data, and observation as supporting data. The results from teachers' perceptions were Google Jamboard is interactive media for collaborative learning in teaching English, Google Jamboard supports teachers to be more creative in English classroom, and Google Jamboard supports teachers to present material in English class. The results of students' perceptions were Google Jamboard supports student creativity in the classroom, The students understand the material easily using Google Jamboard, Google Jamboard supports teacher-students interaction when learning in classroom. Based on the results, it can be concluded that Google Jamboard is the appropriate medium for teachers and students to be more creative in English classroom.

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1. INTRODUCTION

Information Technology (IT) continues to grow and becomes an important component of human activity, such as in social life, industrial businesses, financial, and education (Mariappan, 2019). The media permeates culture and are flooding people with information more and more expeditiously, especially in education. There is a rapidly growing recognition among educators around the world that teaching students to understand the media and its messages is essential. In education, the learning media are essential for teachers to make teaching more effective by allowing students to explore information. Media is very diverse and not a new use in the classroom, but the emergence of overall accessible media that enable learners to create their own work, the rapid cross-border deployment of programs, and the agreement attempt by several nations above the final two decades to expand national curricula (Pentury, 2020).

There are many different types of media, but optical support are the suitable medium for students. Visuals aids commonly used to teach English are images, unrealistic or realistic things, or teacher-made diagrams, posters, cartoons, and flashcards. There are guidelines that can be established for media are those applied to transmit explanation from a sender to a receiver in such a way that “the thoughts, feelings, and interests of the learner can be aroused to guide the learner’s learning” (Anggraeni & Jolanda, 2018). Furthermore, Pentury et al., (2020) found that creative ability appear a necessary character in language knowledge such as theater, music, story telling, projects, creative writing, and much more requires a lot of creativity. Creativity is a skill. The ability to create unique and innovative thought and outcomes. Davies et al., (2013) explained that such a creative attitude must include flexibility, freedom, and limitless possibilities.

Therefore, active interaction with teachers is therefore crucial to the learning process. A key enabling feature of an educational environment that has undergone strong research is the nature of the teacher-students relationship. Based on Burnard et al. teachers noted the need to foster an enabling environment in responding to children's creative activities (Davies et al., 2013).

Creativity is any activity that leads to innovative, useful, and easily understandable results. Creativity can be specify as recent and helpful results as consolidating the irrelevant into any recent, or loaning thought and perception from a domain and conforming them to distinct contexts (Shin & Zhou in Meliala et al., 2021). The using of media in teaching and learning process makes the flow of the process meaningful and attractive. In this part represent the definition of teaching media, the purpose of teaching media, and the types of teaching media. Educational media is usually understood to main tools that teachers can use to provide materials to learners in teaching and learning process in order to achieve specific learning purposes. Unfortunately, many applications only handle function and cannot be amalgamated with each other (Romero, 2018). A popular platform that is easy to apply and provides applications in some where is *Google Workspace (G-Workspace)* for educational purposes. Due to the radical shifts from traditional learning to modern learning, long-term learning implementation resulted in decreased learners' learning motivation, especially for learners who have no experience far-away learning before (Thach et al., 2021). Research by Callaway (2012) tell that learners are fine with online learning atmosphere, but they face dares when online teaching. The problem main lies in the lack of interaction among teachers and students when teachers use monotonous ways to teach language (Jang & Kim, 2014). In the classroom, the teacher certainly needs to use learning media to make learning more interesting and encourage students' creativity. Teachers must be supported by an application or LMS device in delivering material. Thus, it is important to prepare tools that can build the comfort of online learning to support classroom activities. The solution to the problem is using *Google Jamboard* as Creative Media in English Classroom.

Google Jamboard is a digital whiteboard that has been integrated with various cloud services (Gourlay & Lemmons, 2021). In addition, *Jamboard* is here to simplify collaboration among teachers and learners so can have learning more attractive and fun in the classroom (Virto & López, 2020). In line with this statement, learners taste fun when use the *Google Jamboard* media because it is more obvious in applying argument so the object is simple to know (Niladatika & Hasanuddin, 2021). *Google Jamboard* application is supposed to be the other way for English educators in making material that takes detailed and can help students explore their ideas in teaching and learning. The statement is supported from previous research conducted in Koiriyah and Aljasysyarin (2022) the results showed many students agreed that the online platform *Google Jamboard* use very useful and easy to use. In another study, conducted by Niladatika and Hasanuddin (2021) the results showed that the interview results showed a positive attitude towards learning using *Google Jamboard*. So we can conclude that the use of *Google Jamboard* in online learning shows a nice effect and admission by learners. Thus, *Google Jamboard* is appropriate as a digital application to enrich teaching and learning methods.

Teachers' Perception

Pamungkas (2020) stated that the term of perception is used to claim the impression of an object or any occasion practiced. Perception is human occasion of the explanation contained in delegation balance them with past experiences and the way humans look or know something using one of senses. Based on Pamungkas' explanation, the teacher perception is the full action aware teacher's idea in illustration on the surrounding circle (Susanto et al., 2021). In this research, the teacher has a perception after using *Google Jamboard* application as creative media in English classroom.

Students' Perception

Walgito (2015) said that perception is the process that occurs within an individual from the acknowledged of an excitatory stimulus to the perception and comprehension from the individual, enabling the individual to perceive themselves and their surroundings. Individuals try to understand the surroundings of objects, people, events, etc. Based on Walgito's statement, conclude that students cognition is the way by students choose, arrange, and anlyze explanation inputs and past experiences before interpreting them to produce the entire description (Prasetyo & Rahayu, 2022).

Google Jamboard

Google Jamboard is a digital application integrated with several cloud servicing (Niladatika & Hasanuddin, 2021). In addition, Rosidah stated that *Jamboard* is application to facilitate real-time collaboration among teacher and students so that they can have attractive and exciting in online learning (Ramadhani, 2022). Educators can invite students to sketch ideas, solve problems or draw collaboratively.

2. METHODS

The type of this research is a qualitative research to an exploration and understanding the meaning of individuals or groups come from to a social or human problem. The approach of this research is a case study to analyze EFL teachers' and students' perceptions about *Google Jamboard* as creative media in the English classroom. The respondents in this research are limited to be acquired from 20 students in Grade 11th in Senior High School. The subjects are teachers and students in Senior High School and the names are in initial name. The teachers are Miss N and Miss F, both are teachers who have received a certificate of professional teacher education. The students are D, A, O and J. D is a student who has previous experience using *Google Jamboard*. A and J were chosen because they were the most active students in the classroom activities. O is the best in academic in the classroom. This research used interviews and observation for the data collection techniques. The type of interview is the semi-structured interview. The semi-structured interview is the technique that involves asking respondents a set of open-ended question and interviews are used to find out information in-depth. During the observation, the researchers used field notes during the research in the field. The technique of the data analysis in this research is Thematic Analysis (TA). Thematic analysis is one way to analyze data with the aim of identifying patterns and finding themes through data collected by the researcher. Thematic analysis is suitable for exploring teachers' perceptions and students' perceptions of using *Google Jamboard* as Creative Media in English Classroom. The data validity in this research used triangulation method. The type of triangulation method is methodological triangulation. Methodological triangulation is a kind of triangulation that has been widely used in the social sciences.

Table 1
The Research Participants

No	Name	Age
1	N (teacher)	31
2	F (teacher)	30
3	D (student)	18
4	A (student)	18
5	O (student)	18
6	J (student)	18

3. RESULTS AND DISCUSSION

In this section, the researchers present the findings of the study and discusses the results in the context of the research question or problem. The data which was collected by semi-structured interviews with two teachers and four selected students at Senior High School. This chapter reports on teachers' perceptions and students' perceptions of *Google Jamboard* as Creative Media in English Classroom.

Results

Based on the research's aims, it is shown that there are two important points: the teachers' and students' perceptions using *Google Jamboard* as Creative Media in English Classroom.

Teachers' Perception

Firstly, collaborative learning is one of the methods in a scientific approach that must be implemented in learning activities. Classrooms typically use the discussion method as a learning tool. When thoughtfully and carefully crafted, discussion tasks can be effective learning tools that help learners deepen their understanding. By using media in the classroom, students team together to explore a significant question or build a creative project. Collaborative learning becomes more effective and interactive when using an appropriate medium, for instance: *Google Jamboard*. It is an interactive media for collaborative learning in teaching English.

Secondly, becoming a creative teacher is one of the challenges in this modern learning. The teacher must have extensive knowledge regarding to the new media that is suitable for teaching materials in the classroom. Especially, learning foreign languages becomes more optimal and enjoyable if teachers use applications that can support the teaching and learning process. *Google Jamboard* helps teachers be more creative in the English classroom. It means that when teachers use *Google Jamboard* in the learning activities, many features, colors, shared pictures, and shapes support more creativity when presented with the material. The teacher also felt triggered to teach using *Google Jamboard* in the English classroom.

Thirdly, in learning activities, the teacher needs a kind of application to maximize teaching and learning activities. The application is an alternative for English teachers in teaching while conveying material that requires detail and also helps students in delivering their ideas. Therefore, the teacher used *Google Jamboard* as a supported media to deliver the material in the English classroom. It means that teaching using *Google Jamboard* makes the students become more active in responding and also have fun during the lesson. This

application helps the teachers a lot to deliver the material because it can support classrooms with more interaction between teacher-students who access the application at the same time.

Students' Perception

First of all, using *Google Jamboard* supports students' creativity more than usual when they use the real whiteboard in the classroom. It is because when they are able to use many features from *Google Jamboard*, such as: sticky notes, colors, pictures, and shapes. It can support students to deliver their opinion and develop their creativity.

Next, the materials delivered by the teacher using *Google Jamboard* are easily to comprehend by the students. *Google Jamboard* can assist students to express themselves without shame and fear. The students have the chance directly to ask questions in written on the whiteboard and deliver their opinion. Furthermore, *Google Jamboard* has fascinating templates and makes students interested in the material.

The last perception, classroom interaction is an important point in learning activities. The virtual learning condition makes students cannot express themselves in the classroom as usual. The role of *Google Jamboard* in online learning is beneficial for teacher-student interactions in the English classroom. Based on the findings, at first, the students experienced passive and ineffective class conditions, however now they feel *Google Jamboard* supported teacher-student interactions and the English classroom is more interactive and enjoyable.

Discussion

Teachers' Perception

***Google Jamboard* is interactive media for collaborative learning in teaching English**

Classrooms typically use the discussion method as a learning tool. When thoughtfully and carefully crafted, discussion tasks can be effective learning tools that help learners deepen their understanding. These tasks also evoke meaningful interactions and promote creative thinking (Ngeow as cited in Ibrahim et al., 2015). As quoted by Brown (2013), collaboration among learners enhances the learning experience. Collaborative learning methods make students dependent any other in their chasing of learning, making the learning process more useful and fun. (Ibrahim et al., 2015). It is relates to Frada opinion "*In my point of view, Jamboard is motivating me to create some group discussions to explore students' knowledge, this application also supports students in discussion and I saw that the students more active when I asked them to answer the questions or give their opinions by writing or drawing in Google Jamboard. Thus, the students are more interactive than before and this application supports teacher to create collaborative learning.*" From the data interview above, F stated that *Google Jamboard* helps teacher to design collaborative learning in English classroom. It is relevant with Dwipayanti (2023) explained that *Google Jamboard* is application for individual and collaborative reading comprehension. It also mentioned that *Google Jamboard* can be applied to simplify learning activities both online and during face-to-face classroom. In another hand, this application can display digital whiteboard on the projector screen in the offline classroom by teacher, and students can be persuaded to rewrite immediately on the digital whiteboard. Educators can divide their duty or material with learners so they can interact directly in one digital whiteboard, it means that students can join to edit by answering or add stick notes in the whiteboard.

***Google Jamboard* helps teacher more creative in English Classroom**

Based on data from previous studies by Zam (2021), the result explained that participants who use the *Google Jamboard* virtual whiteboard was interesting, creative and innovative learning, became more effective and efficient. Therefore, these advantages are in line with previous research which explains that interesting learning is visual-based and fun millennial learning (Daud, 2020). This is related to research conducted by Calvert (2018) showed that Z-Generation is no longer interested in participating in passive or monotonous learning from start to finish in boring teaching methods. They need fun and diverse learning. However, research has shown that *Jamboard's* main weaknesses are the limited knowledge of participants about the *Jamboard* application, which makes learning less than optimal, internet network limitations, and the possibility of altering results on the board. It turns out that there is a limit on writing to the board. Limited, not effective and efficient (Daud, 2020). From the description of some of the results of previous studies, this research explained from the data result by interviews. In this research, N argued that *Google Jamboard* helps teacher more creative in the English classroom. "*I agree that the more application is used, the more creative both the teacher and the student gets. English usually tends to teach grammar, especially at the higher level of students we need to teach difficult grammar, if EFL teacher still use the traditional way, the students will get sleepy, grossy and they will not pay attention, but if we use the application with games, it makes students feel fun, excited and active. We have to be creative to choose the application and I agree that the Jamboard also triggers our creativity to teach the students*" From the data above, it revealed that *Jamboard* can be applied as a primary to write explanation when learning. The EFL teachers agreed that using application of learning made teacher and students more creative because teacher can add images and other explanation. Even, *Google Jamboard* is an attractive whiteboard application with a pen, eraser, select, photos, circles, sticky notes, text boxes, and lasers that allow few users to

participate at the same time. Teachers used *Google Jamboard* in the English classroom to give some explanations with more creative and students also got experiences learning grammar with interested ways.

***Google Jamboard* supports the teacher to convey the material in English classroom**

The problem that is often experienced during online learning is that teachers have limitation ways in conveying material. It is because of the teaching and learning is not supported with suitable media. To support teaching and learning to remain active, condusive and convey the simply object in learning activities, the educator requires kind of application can be use to support it. *Jamboard* application is supposed to be other way for English educator (Virto & López, 2020). However, the previous studies conducted by Nuraeni (2021) the classroom use of *G-Workspace* for education, especially *Google Jamboard* is not familiar for students, teacher uses *Google Jamboard* to convey the material but when use students' cell phones the teaching-learning not optimal and students' not focused to response the material deliver by teacher. But in this research, teacher stated that *Google Jamboard* supports teacher to deliver the material in the English classroom. Miss N gave her opinion as follows, "I think this application can make it easier for teachers to deliver English lessons because I can access various features there, although I haven't gone into it further because this is my first time, just making posts and I haven't tried posting graphics or videos or pictures. I think it will make us more creative later if we learn more about it". It can be seen from the interview data, N explained that *Google Jamboard* is other alternative media for teaching and learning process, this application helps teacher to convey in the English classroom. The process of conveying the teaching material in face-to-face is optimal and effective. The EFL teachers used nice and potent teaching methods and media to help students easily understand the lessons. In the learning process, teachers must be able to present the best teaching to achieve their goals, using appropriate and appropriate media (Meliala et al., 2021). From the data above, N also said that *Google Jamboard* is medium that many features to have it simply for educators to deliver the teaching explanation and to make it easier for students to respond and develop their ideas.

Students' Perception

***Google Jamboard* supports the students' creativity in the classroom**

In learning activities, students need an application to support them to deliver their opinion and develop their ideas. In other way for English educators in teaching object that requires detailed and can help students explore their ideas during learning activities use *Google Jamboard* application. The following data showed that *Google Jamboard* supports EFL students in English classroom. However, the previous related studies explained the opposite statement from Koiriyah and Aljasysyarin (2022) argued that several learners also have many difficulties in using *Jamboard* for collaborative learning. Some students found it difficult to use features to support their learning. Students noted that it was difficult to use the tools to draw, mold boxes, place symbols, and write numbers on notes on the *Jamboard*. The data appeared that *Google Jamboard* could support students to deliver ideas and help teachers more creative in the English classrooms. D conveys a related statement as follows "This application can help me to be more creative because there are many features that can be used, like sticky notes and lots of colors and pictures, whereas if I use a whiteboard in my class, I just write". From the results of the interview, it can be seen from students' response after the teacher uses *google Jamboard* in teaching and learning in the English classroom. He stated that *Google Jamboard* could support students to deliver their ideas. *Google Jamboard* has many features that can be accessed during the discussion in the classroom. Teachers in face-to-face classroom activities can display *Google Jamboard*. They can persuade learners to draw ideas with sketch, problem solving or draw collaboratively, and synchronize material with students' empirical experiences by utilizing the available features (Rafael et al., 2022). D also mentioned that *Google Jamboard* helped him to build creativity because this application has many features to support students' creativity better than using a normal whiteboard in the English classroom. In another statement from O, "In my opinion, *Google Jamboard* can make me more creative in conveying my idea, I can see that my friends in class were very active in answering and drawing to give their ideas¹." In addition, A also confirmed, "My friends and I can be more creative than usual, I also see friends who are usually less active and shy also share their opinions. Having a discussion group allows me to be more straightforward in giving opinions so I can be more creatives²." It can be seen from the first data, *Jamboard* digital interactive whiteboard, this feature facilitates collaborative language learning activities (Koiriyah & Aljasysyarin, 2022) and many features can be use in *Jamboard*. It relates to O statement about *Google Jamboard* supports her to be more creative in coming up with the ideas. From the second data above, A mentioned that students less active and mostly being shame in the classroom. In the English classroom, the teacher and students must have acceptable interaction to get teaching and learning objectives. All participants are students who are expressed their opinion using *Google Jamboard* as creative media in English classroom, they said that *Google Jamboard* can help them develop their ideas in the classroom discussion and also can support the students for being active in the classroom.

The students understand the material more easily using *Google Jamboard*

Learning materials must be well received by students. The Indonesian government implemented online learning which makes teachers think critically about the problems they face, one of the problems faced by teachers is how students can still receive the material taught properly, teachers and students can still interact like in class usually in understanding the material presented. *Google Jamboard* is a medium that facilitates real-time collaboration between educators and students, making learning more exciting and interactive through face-to-face activities (Ramadhani, 2022). However, from the previous studies conducted by Shamsuddin & Hadie (2022), despite the anatomy learners elevated their concern about the difficulties while offline practical sessions. In the online, unsuccessful to excite discussion. D conveys a related statement as follows, *“I can understand the material presented by Miss Nadia. In addition, Jamboard is an interesting and interactive medium so students can ask questions directly or write on the Jamboard if they do not know the object provided by the educator”*. It can be seen from the result, D said that he could easily understand the lesson when using *Google Jamboard*. Based on this statement, it can be interpreted that *Google Jamboard* is being used by the teachers as a media in conveying material, it is also an interesting and interactive medium, where when using this application students can maximize learning using the *Google Jamboard* application and make virtual classes more interactive and collaborative. The other statement from A, she conveys a problem her faced when used *Google Jamboard*, *“I can understand the material delivered by Google Jamboard, it is more fun and interesting, but sometimes there are technical issues that make it hard for me to see the material. For example, my friends are very active in operating the Jamboard”*. From the statement, using technology for education will not always go well. Learning involving technology is indeed fun and can train students’ creativity in exploring the cases, but several problems arise because the class conditions are not conducive and students are cool with using *Jamboard*. It relates to Rafael et al., (2022), in their research, the teacher experienced several difficulties in controlling and managing first grade students who were new to writing on *Jamboard* during the learning process, some students had to be reprimanded repeatedly. They kept writing things that were out of sync with the topic being discussed by the teacher, some of the children looked busy playing and writing using sticky notes, while their teacher had not allowed them to write. From the data above, A stated that she could understand the material that the teacher had delivered using *Google Jamboard*. She also expressed more fun and more interesting learning. However, she had difficulty seeing the material displayed because her classmates were very active in using *Jamboard*, many of the templates were missing.

***Google Jamboard* supports teacher-students interactions while learning in classroom**

EFL teacher used *Google Jamboard* in teaching and leaning process to support the classroom more active and effective. It is because of *Google Jamboard* makes learning more fun and they can be more interactive. From the data, the researchers found that in virtual face-to-tace learning, the students felt bored because they cannot interact to each other and make them sleepy while listening to the teachers’ explanation. Furthermore, as the teacher uses *Google Jamboard* in the normally classroom, it supported teacher-students interaction during the teaching learning in the classroom. Meanwhile, in the previous studies conducted by Hadie et, al. (2022) the result showed that *Google Jamboard* is not efficient for interaction each other. Therefore, the learners gripe while have a bad team solve which is randomly. O conveys a related statement as follows, *“In my opinion, I strongly agree that Google Jamboard can really help the interaction between students and teachers, because it is also provided with a board for the teacher to ask questions and we answer directly on the board. In addition, there was a discussion group that could help the interaction of students and teachers in conveying their opinions. Then, the classroom more interactive than usual”*. It can be seen from the data, O explained that she agreed about *Google Jamboard* being able to help teacher-students interaction because there is a board provided to support teacher-students interaction, to deliver the material and question-answer session. However, in the previous studies conducted by Shamsuddin et al. (2022) the research showed that the students not have good coherency between teams. They were having challenges while write something on the *Jamboard* if the groupmate click the same textbox, all the things will disappear. A conveys a related statement as follows, *“In my opinion, it can support the interaction between teachers and students, because there are also many children who are quiet or often closed off with more active children. So, their opinion can also be heard when using Google Jamboard. In online learning better than the previous online class, because last year online was very passive. I only listen to the teacher on my cell phone and occasionally answer. But after using the Google Jamboard, the children’s opinions and ideas can sound more alike and be more active in learning”*. From the extract, it can be seen that A agreed that *Google Jamboard* positively supported teacher-student interaction in class. She said that there were quiet and shy students. So, when teachers used *Google Jamboard* in English classes, their voices can be heard too. Furthermore, A argued that during online learning used *Google Jamboard* the opinions and ideas that she has can be realized directly through the application and the class becomes more active because of the interaction each other. All participants are students who are expressed their opinion using *Google Jamboard* could support teacher-students interactions in the English classroom, they said that *Google Jamboard* suitable in the online classroom. From the extract above, it showed that J gave positives response about *Google Jamboard*

used in learning process and also agreed that *Google Jamboard* supported teacher-students interactions. Based on the findings, the observation field notes showed that EFL students in the classroom are significantly more active in interaction with each other and also interaction with the teacher during the learning process used *Google Jamboard*. The students are also more expressive and attractive in group discussions.

4. CONCLUSIONS AND SUGGESTIONS

Based on the result and discussion above, it can be shown that there are two divided points from the perceptions of *Google Jamboard* as creative media in English classroom. First, the results of the study revealed that teachers' perception of *Google Jamboard*. There are three points: interactive media for collaborative learning in teaching English, helps teacher more creative in the English classroom, and supports teacher in conveying the materials. Secondly, the results of students' perceptions it can be divided into three: *Google Jamboard* supports the students' creativity in classroom, acknowledge the materials easier, support teacher-students interactions.

Furthermore, the conclusion from the teachers' perceptions based on the results is that *Google Jamboard* is a media used in the English classroom, and the teachers have learned more about the application in order to make the teaching and learning process more interesting, effective and interactive. The conclusions from students' perceptions of the teaching and learning process are more enjoyable and motivate and support students and teachers in a more interactive way. The researchers' conclusions: As this is the first study, the researchers found difficulties encountered in determining the timing, application, and interview process. A weakness of this study is that classroom conditions were not good when the teacher implemented her *Google Jamboard*. Many of the students found it difficult to get an internet signal, didn't pay attention to the teacher's instructions, and were too busy playing the *Jamboard* board themselves.

There are four suggestions to look forward to as listed below.

1. For Teacher: the teacher must learn more about applications and media related to technology to support learning that is more attractive to students.
2. For Students: the students must be technologically literate, and have extensive insight regarding the use of several applications and media that can help them maximize learning outcomes.
3. For the Next Researcher: The *Google Jamboard* is more efficient by accompanying learning strategies to maximize learning outcomes in the classroom.
4. For Institutions: the institution must provide training to teachers to train the use of online applications that can support, prepare infrastructure facilities, and provide training to support the advancement of education in Indonesia and prepare Generation Z who are ready to grow hand in hand with technology.

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