

# THE USE OF GOOGLE SITES IN EXTENSIVE LISTENING CLASSROOM: STUDENTS' VOICES

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**Abstract:** Extensive Listening (EL) is a recent study whose development is sparked by Extensive Reading (ER). However, not many studies have been conducted on the implementation of Extensive Listening in the classroom using digital tools provided on the internet such as Google Sites. This study aims to examine students' perceptions of the use of Google Sites in extensive listening classes. It was conducted using a qualitative design by involving 18 second-year students at a higher education level. The students' classroom reflections and the semi-structured style of the interview were included as the research instruments. The results showed that most of the students believed that Google Sites is useful to enhance their creativity and motivate them to be actively involved in extensive listening activities.

**Keywords:** *extensive listening; google sites; students' voices.*

## INTRODUCTION

Listening is a crucial skill for English language learners (ELLs), and it is often the first skill they focus on when learning the language (Djaborova, 2020). However, ELLs often have limited exposure to listening activities outside the classroom (Tsai, 2019). In many language classes, listening instruction primarily revolves around answering comprehension questions without promoting interaction or reflection (Newton & Nation, 2020; Rintaningrum, 2018). Furthermore, teachers often select listening materials without considering the specific needs of their learners.

To address these challenges, extensive listening (EL) activities are implemented in the classroom. EL refers to various listening practices that provide learners with ample exposure to understandable and enjoyable listening input (Chang *et al.*, 2019; Gonulal, 2020). These activities can take different forms, such as teacher dictations, read-aloud sessions, or leisurely listening outside the

classroom. The key aspect of extensive listening is to engage learners in meaningful listening experiences.

However, a significant concern in implementing extensive listening is finding suitable materials for learners (Gavenila *et al.*, 2021). It is crucial to select materials that not only make listening enjoyable but also contribute to the development of learners' listening comprehension skills.

According to Ivone and Renandya (2019), the success of the Extensive Reading (ER) strategy, which promotes learning by doing, has prompted the development of extensive listening. Reading and listening are the receptive skills that learners need to receive and understand (Djaborova, 2020). In addition, the recent trend of listening is not limited to practising listening as a receptive skill but also an active skill, which is called active listening. Referring to the research conducted by Tabieh *et al.* (2020), the skill of listening involves

more than just hearing sounds and understanding their meanings; it also requires mental effort in the form of inference, analysis, and interpretation of data. To put it simply, listening demands a higher thinking process with integrated skills such as analysing and interpreting received information. Having said that, the frequent practices that have been implemented in ER should be conducted in EL as well.

Moreover, since EL is seen as the sibling of Extensive Reading (ER), the goals, advantages, and guiding principles of ER can also be used to describe EL (Melani, 2020). However, the practice of EL has not been widely implemented like ER. Thus, Mayora (2017) stated that extensive listening can be applied by adapting the five principles of extensive reading, such as quantity, comprehensibility, learner-centeredness, meaning-orientation, and accountability. From the findings of the study by Muchtar (2019) and Yulia (2018), it is revealed that the most widely adapted ER principles are the quantity—where students must be given exposure to texts as much as possible, comprehensibility—where the texts for the reading activities should not be difficult for learners to understand. Furthermore, since the principle of ER is related to meaning-orientation, it means that the purpose of texts for learners should be significance, interest, and enjoyment rather than linguistic substance because learners read for meaning rather than form. Quoting the principles adapted from Extensive Reading, in Extensive Listening, learners are highly encouraged to listen to large amounts of listening audio that match the listening comprehension and linguistics level of the learners. Those principles aimed to trigger learners' enjoyment in listening practices. For the implementation in the classroom, teachers can give the learners an instruction to have an extensive viewing. Extensive viewing instructs students to watch television, movies, and videos for L2 learning goals (Masrai, 2020; Pujadas & Muñoz, 2019).

The extensive viewing implementation should stick to the principles, one of which is quantity. The most important component in helping L2 students strengthen their language skills is quantity (Metruk, 2019). Therefore, considering the success of extensive reading, the practice of extensive listening should be able to promote listening to a large number of spoken texts so learners can gain significant improvement in their listening ability and overall language learning. Aside from quantity, the essence of extensive listening is the learners' ability to comprehend without the

assistance of teachers. Given that extensive listening is mostly done outside the classroom, learners should be able to comprehend the listening materials with their capabilities. On that account, extensive listening practice should be enjoyable and advantageous for the learners' listening comprehension, not incomprehension (Yurko & Styfanyshyn, 2020). Moreover, the distinctive aspect of extensive and intensive listening is centred around how learners apprehend the listening materials. Most learners find intensive listening difficult because they listen to materials with difficult vocabulary, and it leads to them not enjoying the listening practice. Hence, the use of simpler resources will make it easier for students to understand large amounts of understandable language. Aside from that, the adapted principles from extensive reading, as explained by Renandya *et al.* (2019) and Saraswaty (2018), state that teachers have a crucial role in assisting learners in extensive listening. During an extensive listening activity, teachers must aid students in continuously listening to learn and learning to listen. In other words, teachers should create a supportive learning environment for students to conduct extensive listening activities. In addition, teachers should also act as role models for the students. Having said that, teachers should demonstrate how to conduct and sustain extensive listening properly in the long run. The reasons why extensive listening should be implemented are because EL gives various benefits in a language learning classroom. Quoted from a previous study by Zeng and Goh (2018), EL assists students in expanding their knowledge and adjusting their learning needs. In other words, through Extensive Listening, students are able to actually listen more and to concentrate entirely on the subject matter (Murphy, 2020). Additionally, learners have freedom in choosing their learning materials based on their own pace.

Along with the insufficiency of students' necessary adherence to more user-friendly tools to sustain their learning activities—particularly in extensive listening activities—one of the most serious barriers that each of them must face is the COVID-19 pandemic, which has also been explained by Kusuma (2022), that it has devastated the majority of the industries in the world. According to Mahyoob (2020), education represents the only sector that has entirely transitioned to online mode in most nations all over the world after more than two years. Consequently, it is indisputable that, during the pandemic, online learning was the best solution for continuing education, particularly in higher education. The

obstacles confronted by ELL students necessitate their lecturers to look for the most suitable methods to undertake an effective learning process and environment, as learners are rarely satisfied (Landrum *et al.*, 2021) and cannot fulfil the expected progress in language learning outcomes by persisting in online learning (Esra & Sevilen, 2021). Aside from the difficulties of selecting suitable technological devices, systems, and applications used during the class, the application of effective methods and strategies suited to online learning in listening classes is also challenging for the learners (Susilowati, 2020). As a result, another innovative product that enables the students to put forth their best contribution in extensive listening activities—especially during the COVID-19 pandemic—is desperately needed.

To facilitate learners' enjoyment in practising listening skills, researchers are seeking an alternative using Google Sites. Kompen *et al.* (2019) argued that Google Sites is one of the products provided by Google as a tool for creating a personalised website. In the learning and teaching context, Google Sites can be utilised for classroom activities. Learners, for example, can submit assignments to Google Sites, and lecturers can view the submitted works on the website. On top of that, Google Sites can accommodate and display various types of information, such as text, images, links, or videos, all in one place (Mukti *et al.*, 2020). Hence, the main difference between Google Sites and the learning management systems (LMS) such as Google Classroom is that Google Sites provides more freedom for the learners to personalise their site. Meanwhile, Google Classroom is the virtual extension of physical classrooms (Sudarsana *et al.*, 2019). With that being said, Google Classroom offers teachers and students online learning facilities to ask questions, discuss, and create assignments similar to those in a physical classroom. Nonetheless, Google Sites accommodates a space for students to decorate their websites based on their likings and creativity. The statement is proven by how users can combine various media into one site that can be shared according to user needs with Google Sites (Mukti *et al.*, 2020). To put it another way, Google Sites offer learners more flexibility in managing their learning process. The flexibility provided by Google Sites is in line with the main goal of Extensive Listening (EL), which is to make students the centre of the learning process (Gavenila *et al.*, 2021). Other digital tools that can be used to accommodate Extensive Listening are Students Response Systems (SRS) such as

Socrative and Mentimeter. Open-ended and multiple choice questions can both be made using SRS. Open-ended questions can be used to collect data such as the names of sources chosen, individualised progress reports, and comments on difficulties. Quantifiable information can be assessed using multiple choice questions, such as the quantity of listening time per week or the level of difficulty of the sources. When employed in conjunction with an EL activity, student response systems offer the teacher and students a flexible way to collect reporting and tracking data throughout the course, which is also in line with the purpose of utilising Google Sites in Extensive Listening. The outcomes can be used later in the course for formative and summative assessments, class discussions, teacher-student interviews, and reflection (Lam, 2023).

In conclusion, learning and teaching activities should continue despite the current conditions that require universities all across the world to achieve their goals through digital transformation (Adedoyin & Soykan, 2020). Hence, the use of Google Sites is suitable for students because most of them are considered digital natives. Cohen *et al.* (2020) argued that digital natives are people who were born and raised in the digital era. To put it another way, the students are expected to be digital savvy and adaptable to technological development. Thus, the new features offered in Google Sites that do not exist in Google Classroom can be easily utilised by students to accommodate their learning process in extensive listening classrooms. Thus, Google Sites is highly effective for learners who can adapt to utilising new technology and elaborating it with their learning in the classroom.

## METHOD

The study employed a qualitative case study design (Ebneyamini & Sadeghi-Moghadam, 2018). The research instruments are as follows: (1) a student reflection based on the experience of each participant during the whole course, which is seen as the input of delivered data and considered the primary emphasis of the analysis; and (2) an individual interview to acquire perceptions of the students on the use of Google Sites in extensive listening activities.

The study first began in February 2022 and ended in July 2022. This one-semester research project was undertaken in the English Language Education Department at one of the public state universities in West Java, Indonesia. The location was fully considered to be selected since all the members of the research team are in the

department, enabling easy access to the research site.

In particular, in the teaching of listening, there were three required courses offered: Listening I (for general communication), Listening II (in a professional context), and Listening III (for academic purposes). The current research, called "Utilisation of Google Sites in extensive listening classrooms: Students' voices", was part of the Listening III course (Listening for Academic Purposes I), which puts emphasis on listening in academic settings. Students would learn about and discuss content from a variety of academic fields—topics that speak to the world they live in. The course typically lasted around 100 minutes per week and could be taken either synchronously or asynchronously. The lecturer covered topics found in introductory university courses such as Intensive Listening, Extensive Listening, and Global Englishes. The topics were designed to appeal to a wide range of student backgrounds and were conducive to class discussions that draw on multiple perspectives. All the students were required to write their Extensive Listening Journal (ELJ) after the lecturer decided what topic should be discussed for each week. The journal consisted of their summary and reaction to the video they watched, as well as their self-reflection after doing

the extensive listening activities with different minimum words for each indicator.

Second-year students took part in this research as the participants. For ethical reasons, which means protecting the confidential information of all the participants (Audette *et al.*, 2020), they were all assigned pseudonyms throughout the article that combined numbers and letters, such as S (student), R (reflection), and I (interview). Out of 4 classes, the selected one had about 18 students enrolled (7 males and 11 females), whose ages ranged from 19 to 21 years. This class was selected because the lecturer of this class was a member of this research team—allowing easy access to approach the students. Each of them is required to type up their course reflections, while not all students were engaged in the interview instrument. The course reflections were distributed to the students by the end of the semester and they were asked to fill in the reflections in one week. The reflections were gathered collectively in Google Drive. Only five of the 18 participants were carefully chosen for a further interview, supplying more-detailed elaboration and/or additional insights since their submissions were declared questionable and necessitated further background information to strengthen the data collected from students' reflections.

**Refleksi Mahasiswa**

a. Nama : [REDACTED]  
b. Usia : [REDACTED]  
c. Jenis kelamin : [REDACTED]  
d. Kelas/Semester/Mata Kuliah : [REDACTED]  
e. Pengalaman belajar B Inggris formal : [REDACTED]  
f. Pengalaman belajar B Inggris informal : [REDACTED]

Tuliskan jawaban esai dalam 40-100 kata di setiap kotak yang disediakan

1. A. Apa pendapat Anda mengenai penggunaan Google Sites dalam pembelajaran Extensive Listening?  
Menurut saya pribadi, Google Site bisa digunakan di berbagai macam mata kuliah, namun lebih cocok digunakan untuk mata kuliah *Writing*, karena selain fungsinya yang dapat menampung hasil-hasil menulis siswa, peningkatan tampilan Google Sites juga membantu siswa mengembangkan kreativitasnya dalam mendesain dan mengatur tata letak setiap fitur-fitur yang ingin digunakan.  
Khusus mata kuliah Extensive Listening, juga tentunya sangat bermanfaat bagi siswa dan juga dosennya.  
B. Apa kelebihan dan kekurangan penggunaan Google Sites dibandingkan dengan platform lain seperti google class/edmodo, dll?  
Kelebihan dari Google Sites adalah fitur-fiturnya yang beragam dan juga mengedepankan kreativitas penggunaannya. Jadi, daripada menggukana platform lain, di Google Sites kita dapat membuat website kita sendiri yang tentunya dirancang dan disusun sendiri sehingga dapat melatih kemampuan *independent learning* siswa.  
C. Apa saran Anda untuk perbaikan mata kuliah Listening ini untuk semester depan?  
Saran bisa berupa pembelajaran selama daring/ di kelas nanti atau topik yang dibahas (misalnya: Ingin belajar lebih mendalam tentang Listening for Academic Purposes, TOEFL, IELTS, TOEIC, Duolingo) /kegiatan di kelas seperti apa/ tugas selama perkuliahan dll.  
Menurut saya, untuk kelas selanjutnya lebih baik dibagi rata untuk proporsi antara *Intensive Listening* dan *Extensive Listening*. Hal ini karena untuk memetakan seberapa banyak materi yang dapat siswa pelajari. Jika kelas yang diselenggarakan hanya bergantung pada tpoik yang diminati siswa saja, pengetahuan dan pemahaman siswa jadi dapat berbeda jauh antara siswa satu dengan yang lainnya. Jadi, diperlukan skala topik tertentu yang dapat memfasilitasi pemahaman siswa agar setara namun juga mempersilakan mereka untuk mengeksplor pengetahuan lain sesuai minatnya.

Figure 1. Example of student's course reflective journal

On the other hand, the interview sessions were held using a semi-structured interview technique. As already stated by Brown and Danaher (2019), the authors set up a formalised list of questions but left open the possibility of constructing additional questions along the way. It is worth noting that both the students' reflections and the interview were conducted in Bahasa Indonesia, whereas the manuscript and snippets reported in the article were translated into English. Each individual interview with each participant is allotted 15 minutes, and the five main questions that the interview is mainly focused on are: (1) What are your thoughts on using Google Sites for extensive listening activities? Based on your experience using Google Sites for one semester, what are the benefits and drawbacks of using Google Sites in extensive listening activities? (3) What challenges did you encounter when you first started using Google Sites for extensive listening activities? (4) Aside from listening, what courses do you think are suitable for using Google Sites?

For analysing the data, both Braun *et al.* (2023) and Terry and Hayfield (2021) have declared that thematic analysis is a useful method for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights. Thus, the data collected from this research was analysed qualitatively using Microsoft Word with a thematic analysis for describing data but also involving interpretation in the processes of selecting codes and constructing themes.

The data obtained from the students' point of views came in the form of student's course reflection and the recording of semi-structured interviews.

## RESULTS AND DISCUSSION

The aim of the study is to examine students' perceptions of the use of Google Sites in extensive listening classrooms. Students' course reflective journals were used to collect data, as was a semi-structured interview technique customised from Brown and Danaher (2019) and optimised for the research context. All participants were tasked with writing students' course reflections, and five selected participants were interviewed for some further explanation and elaboration.

To provide more transparency to the readers of this article, figure 2 is shown below to illustrate the gender distribution of research participants who submitted course reflections and participated in the interview session:

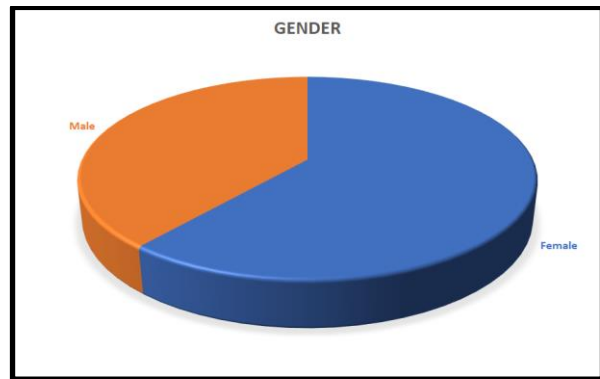


Figure 2. *Participants of the study*

According to the figure, the majority of the participants in this research were female. Of the total 18 students participating, 61% of them were female students, and the remaining 39% of participants were male students.

The analysis of the data from the students' course reflections and interviews showed that most students had similar perceptions of utilising Google Sites in extensive listening classrooms. The opinions delivered by students were divided into four themes as follows: 1) the general perceptions of students in utilising Google Sites in extensive listening classrooms; 2) the benefits and drawbacks of utilising Google Sites based on their personal experiences; 3) students' first experiences of the utilisation of Google Sites in extensive listening activities, and 4) students' opinions on the utilisation of Google Sites for different courses besides listening.

### *Students' general perceptions of Google Sites in EL classroom*

Perception is the experience of an object, event, or relationship acquired by resumming information and interpreting a message. It provides context for stimulus-response in resumming information and predicting messages, which involves attention, hope, motivation, and memory (Mafruudloh *et al.*, 2021). Following it, Nagabandi *et al.* (2018) and Oktaria & Rahmayadevi (2021) developed perception as a phase of the total process of action, which allows us to adjust our activities to the world we live in. Here, the students' perception can be described as their developed opinion after having a certain experience that needs adjustment.

The experiences of students influenced their perception of Google Sites, which were implemented in the classroom. Most students who have typed up their course reflections and were interviewed by the researchers stated that the outstanding aspect of Google Sites is the ability for students to customise the website and unleash their creativity with the features offered. They admitted



that the available features in Google Sites help them design websites easily. A few examples of the statement are provided below:

“I discovered that Google Sites is quite simple to use. With a variety of available features, we can easily customise our own website.” (From student I1 - Individual interview: June 24th, 2022)

“In my opinion, the use of Google Sites in this course is quite interesting. Student creativity will also increase after several attempts to design their own website.” (From student I5 - Individual interview: June 24th, 2022)

“We, as students, are free to express our creativity using Google Sites, and that honestly makes us enjoy doing extensive listening.” (From student R1 - Course reflective journal: June 11th, 2022)

From the students' answers, it can be inferred that students feel more comfortable using Google Sites for extensive listening activities. They can make the best use of the Google Sites features based on their creativity and preferences. Students are not bound by certain rules to design their own websites. The idea of increasing creativity is certainly needed in extensive listening. As stated by Newton & Nation (2020), extensive listening activities should be enjoyable for the students. Hence, the entertaining aspect is supported by the use of Google Sites to conduct extensive listening activities in the classroom. Additionally, research conducted by Cong-Lem (2020) and Hassan and Abdel-Kareem (2020) also exposed that the freedom of designing and customising the website supports students in actively implementing extensive listening practice in the classroom. Hence, this finding indicates that through Google Sites, it is feasible for students to finally achieve the goal of extensive listening, which is to find enjoyment through listening.

#### *The benefits and drawbacks of utilising Google Sites in extensive listening classroom*

As explained by the Oxford Learners' Online Dictionary, benefits are advantages or profits gained from something. In contrast, it has also been said that drawbacks are disadvantages or problems that make something a less attractive idea. In other words, when students use or utilise something in their learning processes, they will experience its benefits and drawbacks as the effects of its utilisation. In line with the research conducted by

Shatri (2020), different tools always offer different advantages and disadvantages, particularly when they are used as a learning medium. With that being said, it also happens to all the tools created by Google, including Google Sites: it offers several benefits and drawbacks when it comes to being used in students' learning processes. Based on the results of the study, all the students mainly experienced the same things by utilising Google Sites for a whole semester. Here is what Google Sites looks like:

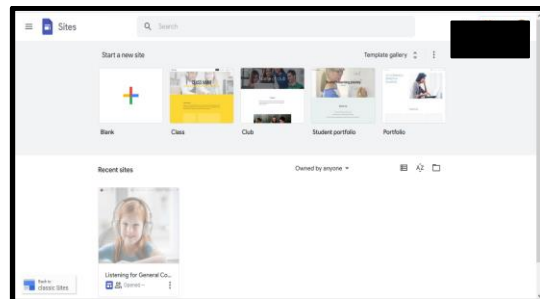


Figure 3. *Homepage of Google Sites*

Once each user types <https://sites.google.com> into the browser search box on their device, the link will lead them to a page, that is the main page of Google Sites. Some of the available custom website templates will be highlighted, such as "Blank", "Class", "Club", "Student Portfolio", "Portfolio", and so on. If they want to build their own website from scratch without using the given templates, they can simply pick the "Blank" option. Meanwhile, if they are willing to use one of the existing templates, they can select one that best suits their needs.

Following that is "Recent Sites," which contains an outlook or history of each user's previous Google Sites usage. Furthermore, in "Recent Sites," each of them makes them discover the fastest route to reopen the draught website they previously worked on, without any unwanted modifications. They can also read information about the last time they modified or changed their website, as well as whom they can show or grant access to.

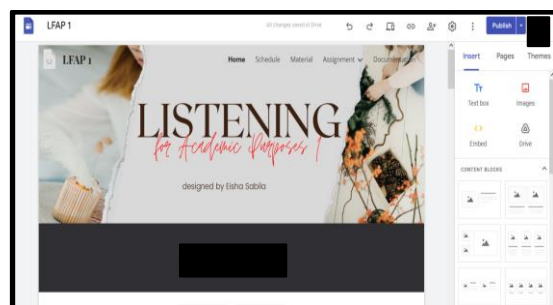


Figure 4. *Google Sites (edit mode)*

Google Sites (edit mode) allows each user to make changes (edit) to their website. They can access and use various tools at hand through the three primary web pages, such as Insert, Pages, and Themes. Through the Insert menu tab, they can insert random objects into the previous website draft, including photos, videos, and a series of documents of different sizes and formats (.doc, .ppt, .pdf, and so on). The source of each object can also differ depending on whether the data is imported through internal devices or Google Drive. Next, the second menu tab, Pages, manages pages and sub-pages. Each user has the option of increasing or decreasing the number of pages and sub-pages. Finally, the third menu tab, Themes, serves as a source of themes and background templates that can be used to create custom websites for each user.

### *Benefits of Google Sites*

Based on students' experiences for a year of utilising Google Sites in their extensive listening activities, most of them had the same experiences regarding the benefits and drawbacks of Google Sites. For the benefits, most of them agreed that Google Sites is applicable for use, particularly in extensive listening classrooms since they already feel quite familiar and comfortable with the other Google tools, such as Google Classroom, Google Docs, etc. This statement is in line with Chen (2019), who stated that Google Sites is one of the most user-friendly website builders, along with WordPress and Wix, due to the advancement of internet technologies.

“For me, Google Sites is relatively simple to use as we ourselves are quite familiar with the tools provided by Google, such as Google Classroom, Google Docs, etc.” (From student I1 - Individual interview: June 24th, 2022)

“I enjoy every tool available, and the process of creating Google Sites is also satisfying.” (From student R2 - Course reflective journal: June 12th, 2022)

Moreover, the tools available on Google Sites are varied and can be used for free without any charges. As a result, students' creativity and productivity can be enhanced progressively. Both students and teachers can easily create and build their own websites for free, as already stated by Gamble (2018). In addition, Oktalia and Drajadi (2018) also clarified that Google Sites allows its users to be able to make edits anytime and anywhere. Indirectly, our knowledge of everything

in the digital era will also continue to grow. This is not usually found in many other applications, such as Edmodo or Google Classroom, which only function as a place for collecting assignments.

“What I like about Google Sites is that we can create our own website easily and for free, unlike other website builder sites.” (From student I4 - Individual interview: June 24th, 2022)

“The benefit of Google Sites is that it can hone our skills in designing websites so that the level of student creativity can increase.” (From student R3 - Course reflective journal: June 12th, 2022)

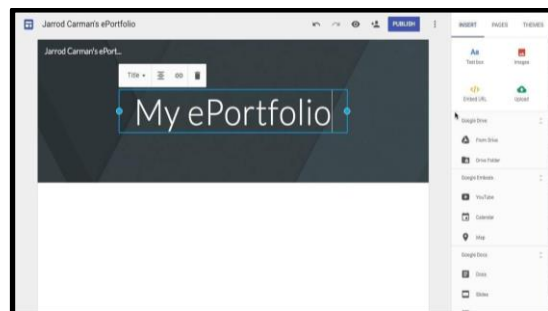


Figure 5. *Tools provided on Google Sites*

The figure above demonstrates that Google Sites actually offers a multitude of tools for its users to use in developing their own websites as well as enhancing their creativity and personal ideas.

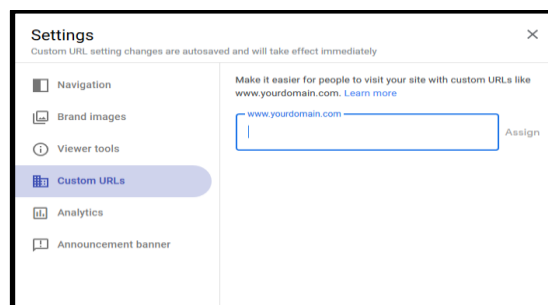


Figure 6. *Customization of website links/domains*

One of the benefits which students can get by utilising Google Sites—especially in their extensive listening activities—is that they can customise their own links to the websites. As a result, after they type the main domain link of Google Sites, which is <https://sites.google.com>, they can add the symbols "/", "-", "\_", the numbers, and more additional characters to identify their own websites. For example, <https://sites.google.com/site/student-one-123>.

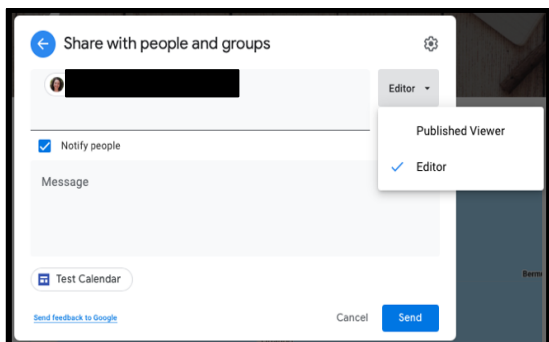


Figure 7. Website's accessibility control

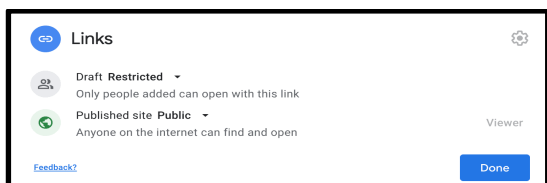


Figure 8. Website's publication control

Another benefit of owning and customising one website on Google Sites is the ability to choose with whom they want to share and show their websites. It is even more satisfying that every user of Google Sites is also able to give access to the other people they are willing to share with, whether as editors or just published viewers.

### Drawbacks of Google Sites

Unfortunately, despite the benefits that have been experienced by the students throughout their learning activities, some drawbacks are also found by the students when utilising Google Sites in their extensive listening classrooms. Here is what they have clarified:

“The drawback itself is the lack of the notification feature, which is available in Google Classroom and Edmodo. Normally, students will receive an email alerting them to the deadline for each assignment, but Google Sites appears to lack this feature.” (From student R1 - Course reflective journal: June 11th, 2022)

“The lack of Google Sites that I feel is because the loading process is too long, whether it's because of a bad internet connection or an internal problem with my laptop, it's normally like that.” (From student I3 - Individual interview: June 24th, 2022)

“The process of creating Google Sites also takes quite a lot of time because the manufacturing stages are less practical and require extra patience.” (From student I5 - Individual interview: June 24th, 2022)

Based on the students' responses, it can be clarified that the Google Sites—while it is used in

language learning, especially in extensive listening classrooms as students' task archives—lacks a notification feature that reminds students of their due date of assignment. Most of them felt unfortunate that this feature did not exist in Google Sites in comparison to other applications that typically support students' learning processes (Google Classroom, Edmodo, etc.), in line with the research conducted by James *et al.* (2022).

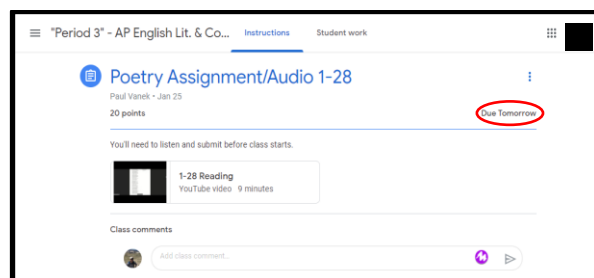


Figure 9. Example of task due date notification in Google Classroom

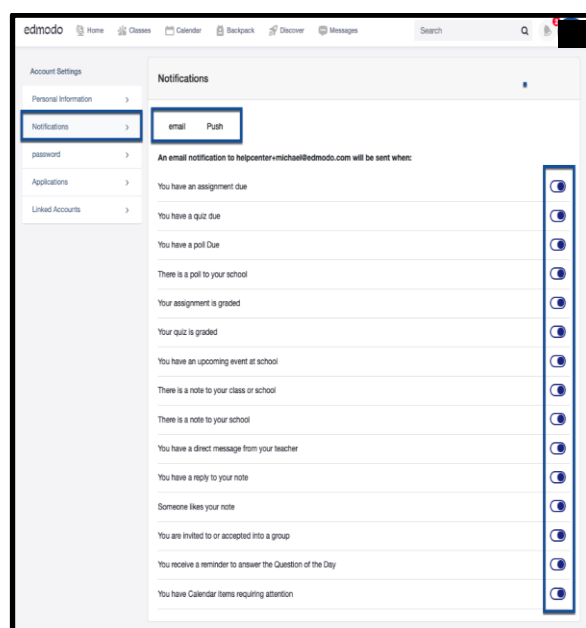


Figure 10. Example of task due date notification in Edmodo (Teacher's POV)

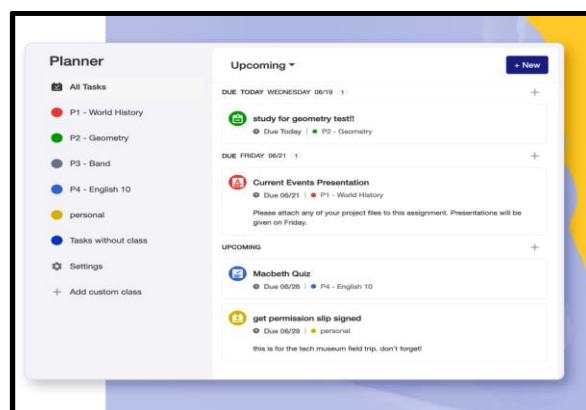




Figure 11. *Example of task due date notification in Edmodo (Student's POV)*

Furthermore, when students use and operate Google Sites, it seems that they have to provide a high-quality internet connection in order to be able to access and make some edits to their own websites. This is also stated by Agrawal *et al.* (2022), which explain that due to the nature of online learning, most Google tools can only be used while students' computers are connected to a good internet connection. In addition, despite the variety of tools provided by Google Sites for enhancing students' creativity, some of them are considered quite basic and less practical to be used right away by the students. Hence, unless students are proficient in using all of the tools, they still have to use other applications or programs that are frequently used to construct more creative designs, such as Photoshop, Canva, Corel Draw, and so on.

#### *Students' first experience of utilising Google Sites in their extensive listening activities*

Any interaction, course, program, or other experience in which learning occurs, whether it takes place in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or non-traditional interactions (students learning through interactive software applications), is referred to as a learning experience (Clark, 2021). In the other words, it represents an attempt to update conceptions of how, when, and where learning does and can take place.

When the students used Google Sites for the very first time to support their extensive listening activities, they faced different challenges and experiences. The results from the students' voices in both the course reflective journals and semi-structured interviews showed that the challenges they faced primarily came from their unfamiliarity with Google Sites itself. Here are a few examples of their perspectives:

“At first, it was quite difficult to understand the function of each feature available from Google Sites because there are quite a lot of varieties. However, now that I comprehend more about it, I enjoy using it because it can boost creativity.” (From student R1 - Course reflective journal: June 11th, 2022)

“I was misguided when I first heard of and used Google Sites because I had never used it before.

However, after learning more, I discovered that Google Sites is quite simple to use. There are numerous tools, features, and templates that we can use and create based on our needs.” (From student I2 - Individual interview: June 24th, 2022)

“I'm familiar enough with various editing applications and other Google applications, so using Google Sites is neither difficult nor unfamiliar to me.” (From student I3 - Individual interview: June 24th, 2022)

According to the students' perspectives above, it can be concluded that all the students have just known about Google Sites since they entered university. Before that, they had no idea what Google Sites was and for what it was used. The fact that Google Sites is still not as popular as the other tools provided by Google—such as Google Docs, Google Spreadsheets, and Google Classroom—makes them feel it is less practical (Ferreira *et al.*, 2022) as they have not been used to it for a long time. Although most of the students are relatively familiar with some editing applications or programs such as Photoshop, Canva, and others, they still have to adapt to this new technology (Google Sites) to be able to effectively use it in their extensive listening classrooms.

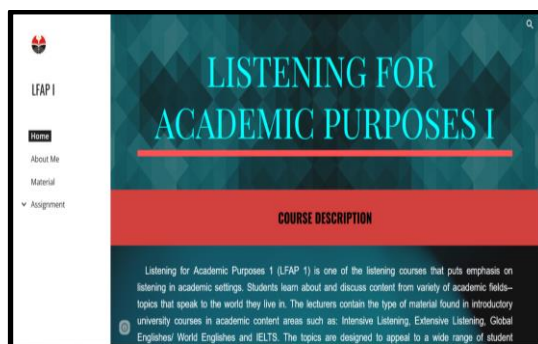


Figure 12. *Google Sites Homepage of Student I1*

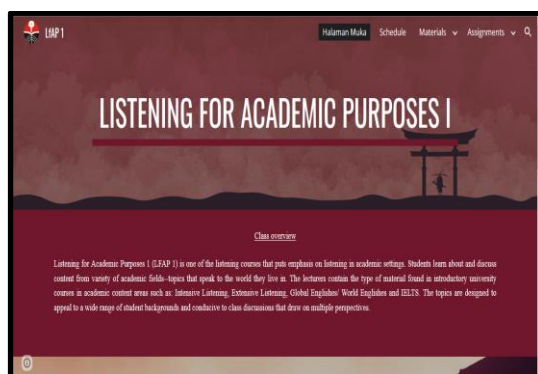


Figure 13. *Google Sites homepage of student I2*



Figure 14. Google Sites homepage of student I3



Figure 15. Google Sites homepage of student I4



Figure 16. Google Sites homepage of student I5

### *Students' opinions on the use of Google Sites for different courses*

Google Sites is an adjustable site, especially for managing the learning process in online classrooms. Moreover, since the main strengths of Google Sites are its flexibility and accessibility, students stated that writing and reading are the most suitable courses for utilising and optimising features of Google Sites. A few examples are stated below:

“Google Sites, in my opinion, are suitable to be used in writing class. For instance, we can publish essays and invite our friends to provide feedback or suggestions.” (From student I1 - Individual interview: June 24th, 2022)

“In my opinion, Google Sites will be suitable if used in writing and reading courses because both are closely related to skills whose progress must

be recorded clearly and systematically.” (From student I2 - Individual interview: June 24th, 2022)

“I think Google Sites is also suitable if used in reading courses. For example, we can post all our reading material every week on just one website. We can categorise each reading material (daily reading books, course books, etc.) to make it look neater and more systematic.” (From student I3 - Individual interview: June 24th, 2022)

From the students' voices, it can be concluded that Google Sites is an effective tool for students to effectively organise their materials and assignments. With Google Sites, students are able to compile their finished works in one place without being worried that the files will be scattered. On top of that, students are supported by the tools from Google Sites to systematically classify the submitted files based on their preferred arrangements. In other words, students have full control over managing their materials and learning process. Moreover, students stated that Google Sites is convenient for writing classes because it is very accessible to other students. Students can publish their writing and receive feedback from their peers to help them improve their work. This idea can also stimulate peer feedback so that engagement in the classroom can be improved between students. The research conducted by Chang *et al.* (2018) proved that students feel more comfortable asking their friends to comment on their essays than asking the lecturers. The previous statement shows that it is highly feasible for lecturers to utilise Google Sites in the writing classroom. Aside from the writing course, students projected that Google Sites could be used in reading courses. As mentioned before, Google Sites can record the progress of their assignments in one place. Hence, students find it suitable to manage a reading portfolio with Google Sites. Portfolios in the reading classroom can be a tool for students to monitor and reflect on their progress in learning (Ma'arif *et al.*, 2021; Sulistyono *et al.*, 2020). Thus, Google Sites is perfect to store students' reading portfolios because they can report and reflect on what they have learned so far.

### **CONCLUSION**

To conclude the aforementioned findings and discussions, students' voices on the utilisation of Google Sites in extensive listening can be divided into four parts. The four parts are students' general perceptions, the benefits, and the drawbacks, students' first experience, and students' opinions

on the utilisation of Google Sites for different courses. Firstly, in general, students find Google Sites convenient to use in extensive listening classes. Most of the reasons are because Google Sites offers interesting and easy features for students to customise their websites. The students feel that they are given the freedom to personalise the sites based on their creativity.

Secondly, from the experiences of one-year utilising Google Sites to support their listening activities, most students agreed that Google Sites is applicable for use, particularly in extensive listening classrooms since they already feel quite familiar and comfortable with the other Google tools. Students also found that the tools available on Google Sites are quite varied and can be used for free without any charges. Therefore, students' creativity and productivity can be enhanced progressively. Nevertheless, in spite of the benefits, students also explained the drawbacks they encountered during the learning process by using Google Sites as their learning medium, such as the lack of a notification feature, which is supposed to be able to remind students of their due date of assignment; the need for a high-quality internet connection to access it; and also some tools that are considered less practical.

Thirdly, from the results of the course reflective journal and individual interviews, it can be summed up that all the students have just known about Google Sites since they entered university. They had no idea what Google Sites were or how they were used prior to that. Although most students are familiar with editing applications or programs such as Photoshop, Canva, and others, they must still adapt to this new technology (Google Sites) in order to use it effectively in their extensive listening classrooms.

However, on top of that, students also stated that Google Sites can be perfectly utilised for writing and reading courses. Since Google Sites is highly accessible, students think that it will be beneficial because they can ask their friends to read and give feedback on their writing. Moreover, in the reading course, they can keep their reading portfolios and materials systematically on the website. They do not have to worry that the files will be scattered because they store them in one place.

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