

## APPENDIX

### Appendix 1. Teacher Interview Guide

#### TEACHER INTERVIEW GUIDE

**Table 3.2** Teacher Interview Guide

Name:	
School:	
Subject:	
<b>Questions</b>	
1.	Have you ever used Google Jamboard before? When and for what? <i>(this question is given to gain the teacher knowledge and experience about Google Jamboard)</i>
2.	In your opinion, what are the advantages of the Google Jamboard? <i>(this question is given to explore the teacher perception about the advantages of Google Jamboard in English Classroom)</i>
3.	In your opinion, what are the disadvantages of the Google Jamboard? <i>(this question is given to explore the teacher perception about the lack of Google Jamboard in English Classroom)</i>
4.	What do you think about using Google Jamboard in English classroom? <i>(this question is given to observe teacher feel about Google Jamboard)</i>
5.	In your opinion, is Google Jamboard effective in English classroom? <i>(this question is given to know the teacher classroom perception about Google Jamboard)</i>
6.	Do you think Google Jamboard can support students discussion in the English Classroom? <i>(this question is given to know the teacher opinion about Google Jamboard)</i>
7.	In your opinion, Google Jamboard is more suitable for online

Name:	
School:	
Subject:	
<b>Questions</b>	
	<p>or offline learning?  <i>(this question is given to observe teacher perception about Google Jamboard)</i></p>
8.	<p>Do you think Google Jamboard can make it easier for you to convey learning material in class?  <i>(this question is given to explore the teacher perception about Google Jamboard after the teacher taught using Google Jamboard)</i></p>
9.	<p>Do you think Google Jamboard helps you to be more creative in classroom?  <i>(this question is given to know the teacher perception after discussion in the classroom using Google Jamboard)</i></p>
10.	<p>Are you having trouble using Google Jamboard in English classroom?  <i>(this question refer to gain the teacher experience about Google Jamboard)</i></p>

## Appendix 2. Student Interview Guide

### STUDENT INTERVIEW GUIDE

**Table 3.3** Student Interview Guide

Name:	
School:	
Subject:	
<b>Questions</b>	
1.	How do you feel about using Google Jamboard in English classroom? <i>(this question is given to observe about Google Jamboard)</i>
2.	In your opinion, is Google Jamboard fun? <i>(this question is given to know the student feel about Google Jamboard)</i>
3.	Do you think Google Jamboard helps to be more creative in classroom? <i>(this question is given to know the student perception after discussion in the classroom using Google Jamboard)</i>
4.	Do you understand the material delivered by the teacher using Google Jamboard? <i>(this question is given to explore the student perspective about Google Jamboard after the teacher taught using Google Jamboard)</i>
5.	Do you feel bored when teacher using Google Jamboard in class? <i>(this question is given to know the student feel about Google Jamboard)</i>
6.	Are you having trouble using Google Jamboard in English classroom? <i>(this question refer to gain the student experience about Google Jamboard)</i>
7.	Have you ever used Google Jamboard before? When and for what? <i>(this question is given to gain the student knowledge and</i>

Name:	
School:	
Subject:	
<b>Questions</b>	
	<i>experience about Google Jamboard)</i>
8.	In your opinion, does Google Jamboard help student-teacher interactions when learning in online classes? <i>(This question is given to find out students' opinions in using Google Jamboard in online classes)</i>
9.	In your opinion, what are the advantages of the Google Jamboard? <i>(this question is given to explore the student perception about the advantages of Google Jamboard in learning process)</i>
10.	In your opinion, what are the disadvantages of the Google Jamboard? <i>(this question is given to explore the student perception about the lack of Google Jamboard in learning process).</i>

### Appendix 3. Observation Field Notes

#### OBSERVATION FIELD NOTES

Teacher :  
Observer :  
Class :  
Topic :  
Date observation :  
Time observation :

**Table 3.4** *List of Observation Field Notes*

No.	Classroom Activities	Students' Response
1.	The teacher prepares the material using Jamboard.	
2.	The teacher gives instructions to students to join the Jamboard by link.	
3.	The teacher helps students with problems when they try to join Jamboard.	
4.	The teacher teaches how to use Jamboard in Classroom.	
5.	The teacher gives the material using Jamboard and students participate in the learning process using Jamboard.	
6.	The teacher asks students to follow the instruction when open discussion using Jamboard.	
7.	The teacher makes a group discussion and asks each group to give their idea about the topic using Jamboard.	
8.	The teacher monitors students in process discussion using	

	Jamboard.	
9.	The teacher provides an opportunity for each group to present the discussion results on the topic.	
10.	The teacher provides feedback and responses to each group and closes the lesson.	

#### Appendix 4. Teacher Interview Transcript

Name : Nadia (Teacher)  
 Date of Interview : 31 November 2022 (14:25)  
 Duration : 00:19:10

Name: Nadia M.Pd	
School: SMAN 4 SIDOARJO	
Subject: Bahasa Inggris for XI-XII Grade in Senior High School	
<b>Questions</b>	
1.	<b>Interviewer:</b> Have you ever used Google Jamboard before? When and for what?
	<b>Teacher:</b> I have not used it before. It's quite new for me. I have never known this application before because as you that nowadays the use of whiteboard is little bit already forgotten because we tend to use power point, video showing , youtube or anything else. I'm not very familiar with this since this application basically like a whiteboard.
2.	<b>Interviewer:</b> In your opinion, what are the advantages of the Google Jamboard?
	<b>Teacher:</b> Actually I see that students are having fun when they use Jamboard because they can written anything they can post photo, they can post it. And it's quite new because in usual whiteboard we cannot show colors, but in Jamboard we can show different colors and other emoticon. (01.24)
3.	<b>Interviewer:</b> In your opinion, what are the disadvantages of the Google Jamboard?
	<b>Teacher:</b> Actually the first disadvantages is because we are still new using this one so it's a little bit difficult for students to understand how to put the word or the sentences into the application especially if we don't give them tutorial before it's

Name: Nadia M.Pd  
 School: SMAN 4 SIDOARJO  
 Subject: Bahasa Inggris for XI-XII Grade in Senior High School

**Questions**

gonna be passe for them to learn the first time, but then another this disadvantages since a lot of student can operated at the same time together the students who are not really serious in learning they will kind of like playing and teasing each other by writing something that a track, laugh from the other student. So, we uncontrol student who are also having the permission to access the same Jamboard with the other serious students (we cannot control some student what they write on the Jamboard).

**Interviewer:** What do you think about using Google Jamboard in English classroom?

4. **Teacher:** Yes, I agree. I have plan to use it more often, because I think it's quite fun and I don't need to write anything in the board that so really effective for me, I can save my energy, I can save my time by writing, so I can use it to make it more fun in teaching English.

**Interviewer:** In your opinion, is Google Jamboard effective in English classroom?

5. **Teacher:** Yes, I agree. If we are really pay attention to some student who are sometimes being noisy or being naughty with the other student. We have to control them to make it more effective.

**Interviewer:** Do you think Google Jamboard can support students discussion in the English Classroom?

6. **Teacher:** Yes, they can discuss over there as you can see that, when they do the practice they can discuss eventhough with the small things "how to use it?". So when they are already familiar with it. I believe they can do better discussion with the



Name: Nadia M.Pd	
School: SMAN 4 SIDOARJO	
Subject: Bahasa Inggris for XI-XII Grade in Senior High School	
<b>Questions</b>	
	application.
7.	<b>Interviewer:</b> In your opinion, Google Jamboard is more suitable for online or offline learning?
	<b>Teacher:</b> I haven't tried with the online learning, but it's also suitable for the offline learning, because back to our practice before the students are having fun, that's the most important aspect in the class. So students are either to learn students are paying attention to what I post over there, because it's very attractive and also easy to use.
8.	<b>Interviewer:</b> Do you think Google Jamboard can make it easier for you to convey learning material in class?
	<b>Teacher:</b> Yes, I guess but eventhough I haven't explore it more yesterday we just kind of making writing we haven't tried to post graphic or videos or pictures is not yet, I think that will be make us more creative later if we learn it more.
9.	<b>Interviewer:</b> Do you think Google Jamboard helps you to be more creative in classroom?
	<b>Teacher:</b> Yes, of course. They use of application in the classroom I strongly agree that more application used more creative both the teacher and the student get. Despite all the traditional way of teaching , like a teacher center or student center by using this kind of application make us more creative how to use this, how to maximize this, how to put the difficult material into something that can be visualized by students. Because English usually tend to teach grammar, especially in the higher level of students we need to teach difficult grammar, if we still use the traditional way " <i>subject + verb + like that</i> "

Name: Nadia M.Pd

School: SMAN 4 SIDOARJO

Subject: Bahasa Inggris for XI-XII Grade in Senior High School

### Questions

the students will get sleepy and grossy and they will not pay attention, but if we use the applications, if we use games we use kind of fun activities of course we have to be creative to choose that application I agree that Jamboard also trigger our creativity to teach the students.

**Interviewer:** Are you having trouble using Google Jamboard in English classroom?

10.

**Teacher:** Yeah, I have the difficulties especially when the first time I don't know how to show the icons, before this I don't know how to appearing the icon, so I just put kind of texting by drawing over there and over here and it's disturbing. I mean some students when we write something good but another student write something funny or draw something ugly there. It calls some difficulties, just for the technical problems not because of the creativity problem or learning problem.

## Appendix 5. Davino Interview Transcript

Name : Davino (Male Student)  
Date of Interview : 29 November 2022 (10:00)  
Duration : 00:10:26

Name: Davino Class: XI-K School: SMAN 4 SIDOARJO	
<b>Questions</b>	
1.	<b>Interviewer:</b> How do you feel about using Google Jamboard in English classroom?
	<b>Student D:</b> Menurut saya sih cukup efektif Bu, cuma ya ngga enakny kalau buat siswa banyak, membuat tidak terkontrol. (00:07)
2.	<b>Interviewer:</b> In your opinion, is Google Jamboard fun?
	<b>Student D:</b> Eum lumayan menyenangkan Bu. (00:29)
3.	<b>Interviewer:</b> Do you think Google Jamboard helps to be more creative in classroom?
	<b>Student D:</b> Ya, bisa nolong buat siswa-siswa biar lebih kreatif lagi karena banyak fitur yang bisa digunain, kaya sticky notes sama warnanya banyak dan bisa nambah gambar juga sedangkan kalau pakai papan tulis biasa kan cuma nulis aja. (01:03)
4.	<b>Interviewer:</b> Do you understand the material delivered by the teacher using Google Jamboard?
	<b>Student D:</b> Ya, saya bisa memahami materi yang disampaikan oleh Miss Novia. Selain itu, Jamboard adalah media yang menarik dan interaktif jadi siswa dapat bertanya langsung (menuliskan dipapan Jamboard) jika kurang memahami materi yang diberikan guru (01:16)
5.	<b>Interviewer:</b> Do you feel bored when teacher using Google Jamboard in class?
	<b>Student D:</b> Ada bosannya, ada enggaknya, tengah-tengah. Maksudnya tergantung situasi contoh yang kemarin discussion

Name: Davino	
Class: XI-K	
School: SMAN 4 SIDOARJO	
<b>Questions</b>	
	itu kami tidak bosan karena bisa menggunakan jamboard bersama-sama. (01:25)
6.	<b>Interviewer:</b> Are you having trouble using Google Jamboard in English classroom? <b>Student D:</b> Enggak, aman Bu. (01:42)
7.	<b>Interviewer:</b> Have you ever used Google Jamboard before? When and for what? <b>Student D:</b> Saya pernah. Waktu itu pakai buat pelajaran informatika, buat ngisi soal dan jawaban disitu pakai jamboard. Sudah pernah, makanya tidak ada masalah. (01:50)
8.	<b>Interviewer:</b> In your opinion, does Google Jamboard help student-teacher interactions when learning in online classes? <b>Student D:</b> Kalau di offline classroom menurut saya sih lebih suka interaksi secara langsung, tapi kalau penggunaan di kelas online menurut saya cocok kalau pakai google jamboard, biar tetap lebih ada interaksi guru-siswa. (menurut kamu bagaimana dengan online class?) kalau online class menurut saya cocok aja sih Bu. (menurut kamu prefer digunakan di online atau di offline class?) menurut saya lebih bagus jika digunakan online class (02:31)
9.	<b>Interviewer:</b> In your opinion, what are the advantages of the Google Jamboard? <b>Student D:</b> Ya, saya bisa lebih kreatif lagi, buat mengoperasikan aplikasinya, dan bisa lebih membantu memahami materi juga, itu aja sih. (03:06)
10.	<b>Interviewer:</b> In your opinion, what are the disadvantages of the Google Jamboard? ( <i>bagaimana dengan aksesnya? apakah ada kesulitan?</i> ) <b>Student D:</b> Kelemahannya sih buat saya kalau beberapa siswa yang rusuh-rusuh gitu aja, mereka terlalu aktif bermain di Jamboard itu jadi kurang kondusif pembelajarannya // Tidak, untuk aksesnya mudah sekali Bu. (03:25)

## Appendix 6. Oktavia Interview Transcript

Name : Oktavia (Female Student)  
Date of Interview : 29 November 2022 (12:00)  
Duration : 00:11:35

Name: Oktavia Class: XI-A School: SMAN 4 SIDOARJO	
<b>Questions</b>	
1.	<b>Interviewer:</b> How do you feel about using Google Jamboard in English classroom?
	<b>Student O:</b> Perasaannya senang karena pertama kali menggunakan aplikasi tersebut dan ternyata aplikasi tersebut itu menarik.
2.	<b>Interviewer:</b> In your opinion, is Google Jamboard fun?
	<b>Student O:</b> Iya Miss, cukup menyenangkan.
3.	<b>Interviewer:</b> Do you think Google Jamboard helps to be more creative in classroom?
	<b>Student O:</b> Iya, menurut saya bisa membuat saya lebih kreatif dalam menyampaikan ide, bisa dilihat kemarin itu teman-teman lebih aktif menggambar dan memberikan idenya.
4.	<b>Interviewer:</b> Do you understand the material delivered by the teacher using Google Jamboard?
	<b>Student O:</b> Iya, karena pada saat itu memang guru memberikan template yg menarik juga menjabarkan pengertiannya tuh (tidak) kayak di desain semenarik mungkin jadi masuk (mudah masuk ke kepala/mudah dipahami).
5.	<b>Interviewer:</b> Do you feel bored when teacher using Google Jamboard in class?
	<b>Student O:</b> Tidak membosankan. Tapi kalau templatnya

Name: Oktavia	
Class: XI-A	
School: SMAN 4 SIDOARJO	
<b>Questions</b>	
	kayak monoton, kayak itu-itu saja, atau di dalam jamboard itu lebih banyak kata atau kayak kalimat itu ya itu membosankan.
	<b>Interviewer:</b> Are you having trouble using Google Jamboard in English classroom?
6.	<b>Student O:</b> Masalahnya itu kurang kondusif apabila aksesnya tuh guru dan murid itu bisa <i>eh</i> murid itu bisa mengubah secara leluasa kayak templatnya. Jadi tuh ya kayak yang sudah terjadi dikelas itu banyak coret-coretan atau beberapa siswa upload gambar tanpa permisi Miss.
7.	<b>Interviewer:</b> Have you ever used Google Jamboard before? When and for what?
	<b>Student O:</b> Belum pernah. Ini pertama kalinya.
	<b>Interviewer:</b> In your opinion, does Google Jamboard help student-teacher interactions when learning in online classes?
8.	<b>Student O:</b> Untuk itu sih bisa membantu interaksi antara murid dengan guru tuh <i>sangat</i> bisa karena disitu kan kita juga kan diberi papan untuk guru memberikan pertanyaan dan kita langsung menjawab di papan tersebut. ( <i>bagaimana kalau dengan penggunaan di online class?</i> ) Menurut saya di online class akan lebih bermanfaat karena saat online banyak yang pasif jadi mereka bisa tetap aktif ikut ngasih ide.
	<b>Interviewer:</b> In your opinion, what are the advantages of the Google Jamboard?
9.	<b>Student O:</b> Manfaatnya itu yang pertama memudahkan guru dan murid untuk berinteraksi. Yang kedua, supaya pembelajaran juga lebih menarik dan tidak membosankan. Terus bisa memudahkan apabila ada tanya jawab atau

Name: Oktavia

Class: XI-A

School: SMAN 4 SIDOARJO

**Questions**

discussion session.

10. **Interviewer:** In your opinion, what are the disadvantages of the Google Jamboard?

**Student O:** Karena tidak ada batasan gitu antara murid untuk mendesain template papan tulis yang disediakan, jadi kadang-kadang itu kan ada kendala anak yang jahil. Karena itu kayak jadi berantakan (tidak terkontrol).

## Appendix 7. Anisa Interview Transcript

Name : Anisa (Female Student)

Date of Interview : 30 November 2022 (11:00)

Duration : 00:12:21

Name: Anisa Class: XI-F School: SMAN 4 SIDOARJO	
<b>Questions</b>	
1.	<b>Interviewer:</b> How do you feel about using Google Jamboard in English classroom?
	<b>Student An:</b> Terasa menyenangkan banget, I can really express myself and I can see how my friend also answer the questions.
2.	<b>Interviewer:</b> In your opinion, is Google Jamboard fun?
	<b>Student An:</b> It's very fun, sangat menyenangkan sekali karena bisa menggunakan banyak warna dan bisa menggunakan sticky notes. Itu tu menurut saya lebih menyenangkan dari kelas biasa.
3.	<b>Interviewer:</b> Do you think Google Jamboard helps to be more creative in classroom?
	<b>Student An:</b> Iya, saya dan teman-teman bisa lebih kreatif daripada biasanya -teman yang biasanya kurang aktif dan pemalu juga ikut memberikan pendapatnya- karena ada group discussion jadi bisa lebih lugas memberikan opini jadi kami bisa lebih kreatif Miss.
4.	<b>Interviewer:</b> Do you understand the material delivered by the teacher using Google Jamboard?
	<b>Student An:</b> Iya, saya bisa memahami tapi terkadang ada technical issues yang membuat saya susah untuk melihat materinya. contohnya kemarin teman-teman sangat aktif dalam mengoperasikan Jamboard, mungkin lebih baik jika limited



Name: Anisa	
Class: XI-F	
School: SMAN 4 SIDOARJO	
<b>Questions</b>	
	access saat prose pemberian materi tapi susah sih kan pembelajarannya melibatkan siswa.
5.	<b>Interviewer:</b> Do you feel bored when teacher using Google Jamboard in class? <b>Student An:</b> No, selama pelajaran menggunakan Jamboard saya sama sekali tidak merasa bosan.
6.	<b>Interviewer:</b> Are you having trouble using Google Jamboard in English classroom? <b>Student An:</b> Ada masalah dengan koneksi, anak-anak terlalu interaktif dengan jamboardnya jadi banyak materi yang terhapus. (how about when you join? ada kendala atau tidak?) saat untuk saya joinnya tidak ada, hanya saja loadingnya sedikit lama.
7.	<b>Interviewer:</b> Have you ever used Google Jamboard before? When and for what? <b>Student An:</b> Sebelum ini ngga, saya baru pertama kali.
8.	<b>Interviewer:</b> In your opinion, does Google Jamboard help student-teacher interactions when learning in online classes? <b>Student An:</b> menurut saya bisa meningkatkan interaksi antara guru sama siswa, karena banyak juga anak-anak yang pendiam atau sering tertutup dengan anak yang lebih aktif. Jadi opini mereka pun juga bisa terdengar kalau menggunakan google Jamboard. <i>How about when google jamboard in online class (bisa diterapkan saat online class seperti masa pandemi tahun lalu)?</i> Menurut saya bakal lebih bagus dari online class yang sebelumnya, soalnya online tahun lalu itu sangat pasif banget.

Name: Anisa	
Class: XI-F	
School: SMAN 4 SIDOARJO	
<b>Questions</b>	
	Saya hanya mendengar guru lewat handphone dan kadang-kadang menjawab, tapi selain itu ya cuma itu. Tapi kalau ada jamboard, saya rasa anak-anak opini dan idenya bisa lebih terdengar sama lebih aktif dalam pembelajaran.
9.	<b>Interviewer:</b> In your opinion, what are the advantages of the Google Jamboard?
	<b>Student An:</b> Keuntungannya, interaksi antara murid dengan guru menjadi lebih lugas dan sering pada pembelajaran biasa, sama antara siswa dengan siswa pun jadi bisa lebih menyenangkan daripada biasanya.... ya saling membantu
10.	<b>Interviewer:</b> In your opinion, what are the disadvantages of the Google Jamboard?
	<b>Student An:</b> Kalau membicarakan tentang teknologi pasti ada disadvantages koneksi atau handphonenya kurang canggih jadi banyak kendala dalam membuka aplikasi pembelajaran yang akan digunakan.

## Appendix 8. Jenny Interview Transcript

Name : Jenny (Female Student)  
Date of Interview : 3 Desember 2022 (10:00)  
Duration : 00:14:24

Name: Jenny Class: XI-D School: SMAN 4 SIDOARJO	
<b>Questions</b>	
1.	<b>Interviewer:</b> How do you feel about using Google Jamboard in English classroom?
	<b>Student J:</b> Menyenangkan Miss, saya merasa menggunakan aplikasi ini dalam pembelajaran kemarin itu membantu saya bisa lebih meluangkan ide dan kreativitas, karena jujur saya itu orangnya pemalu jadi terbantu saat belajar menggunakan aplikasi papan tulis kemarin. (00:47)
2.	<b>Interviewer:</b> In your opinion, is Google Jamboard fun?
	<b>Student J:</b> cukup menyenangkan karena bebas mau nambahin gambar terus kalau dikelas itu biasanya cuman pake papan tulis aja. (01:25)
3.	<b>Interviewer:</b> Do you think Google Jamboard helps to be more creative in classroom?
	<b>Student J:</b> Iya, bagus untuk melatih kreativitas karena media ini tu bisa ngasih fasilitas yang mudahin kita ngembangin ide saat diskusi kemarin, jadi bisa ada gambarnya dan siswa lebih ekspresif Miss (01:51)
4.	<b>Interviewer:</b> Do you understand the material delivered by the teacher using Google Jamboard?
	<b>Student J:</b> Bisa Miss, selain itu juga bisa interaksi sama

Name: Jenny	
Class: XI-D	
School: SMAN 4 SIDOARJO	
<b>Questions</b>	
	siapaun yang bisa mengakses aplikasi tersebut. Contoh Miss Novia kemarin nyuruh kasih contoh penggunaan if-clause itu siswa bisa langsung memberikan jawabannya dan teman-teman juga dapat interaksi dengan yang lain (02:23)
5.	<b>Interviewer:</b> Do you feel bored when teacher using Google Jamboard in class? <b>Student J:</b> Ngga bosan Miss, lebih menyenangkan tidak bosan. Karena gurunya juga bisa ngaplikasikan dan ngarahin gimana penggunaannya. (02:47)
6.	<b>Interviewer:</b> Are you having trouble using Google Jamboard in English classroom? <b>Student J:</b> Iya ada saat awal akses saya pikir harus menginstall aplikasinya baru setelah itu dicoba ternyata semuanya bisa mengakses itu tanpa install aplikasinya. (03:07)
7.	<b>Interviewer:</b> Have you ever used Google Jamboard before? When and for what? <b>Student J:</b> Belum pernah, ini baru pertama kali. (03:31)
8.	<b>Interviewer:</b> In your opinion, does Google Jamboard help student-teacher interactions when learning in online classes? <b>Student J:</b> Bagus Miss kalau dibuat <i>online</i> itu kan biasanya kalau kelas online cuma ngasih tugas terus dikumpulkan terus kalau ada aplikasi ini kan juga bisa dijelasin materinya gimana dan kita juga bisa jawabnya. Tapi kalau dibuat <i>offline</i> seru juga pelajaran jadi tidak monoton dan membosankan dan teman-teman sangat antusias. (03:52)
9.	<b>Interviewer:</b> In your opinion, what are the advantages of the Google Jamboard?

Name: Jenny

Class: XI-D

School: SMAN 4 SIDOARJO

### Questions

**Student J:** Ada keuntungan yang didapat, bisa ngasih ide kan mau ngerjain gak malu-malu terus juga bisa lebih ekspresif kan dan membantu siswa yang biasanya pemalu untuk menuangkan idenya (04:35)

**Interviewer:** In your opinion, what are the disadvantages of the Google Jamboard?

10.

**Student J:** kalau itu, memang aplikasi online tidak pernah bisa menggantikan interaksi secara langsung menurut saya, terus tapi kalau aplikasi ini masih bisa membantu untuk lebih kreatif dan menyenangkan. terus terkendala juga disinyal, sinyalnya kan harus kuat gitu, kalau sinyalnya jelek bisa ketinggalan sama instruksinya (04:58)

## Appendix 9. Observation Field Notes Result

### OBSERVATION FIELD NOTES RESULT

Teacher : Novia Rina Saidah, M.Pd.  
Observer : Alfi Nur Diniyah  
Class : XI-K (Peminatan)  
Topic : My Future Plans (will+if-clause)  
Date observation : November 28, 2022.  
Time observation : 11.00 – 12.15 WIB

No.	Classroom Activities	Students' Response
1.	The teacher prepares the material using Jamboard.	Teachers collaborate in preparing material with researchers and the researchers explaining how to use Google Jamboard and what features will be used in class.
2.	The teacher gives instructions to students to join the Jamboard by link.	Before start the class, the teacher make sure the link of access, the material and trying.
3.	The teacher helps students with problems when they try to join Jamboard.	Some students have problem with access, the signal or insufficient storage. Teacher help the students, facilitate for the internet problem and when student has problem with storage, teacher give instruction to join with classmate.
4.	The teacher teaches	All students can access the Jamboard

	how to use Jamboard in Classroom.	browser, the teacher start to explain how to use Jamboard, what features can used on the Jamboard and provides rules do and don't when use Jamboard.
5.	The teacher gives the material using Jamboard and students participate in the learning process using Jamboard.	The teacher delivered the material using Jamboard, students responds the teacher question by put sticky notes or texting in platform. Students actively participating in classroom discussion.
6.	The teacher asks students to follow the instruction when open discussion using Jamboard.	Student focus following instruction by teacher and teacher explains the steps of discussion. Teacher is preparing for open the discussion.
7.	The teacher makes a group discussion and asks each group to give their idea about the topic using Jamboard.	Students make four group discussion. Teacher show the part of discussion page and also the topic for each group, and students start to discuss with each group.
8.	The teacher monitors students in process discussion using Jamboard.	Teacher monitoring each group discussion progress and help when student got the trouble in Jamboard.
9.	The teacher provides an opportunity for	Students present their result discussion and the other group give

	each group to present the discussion results on the topic.	their opinions.
10.	The teacher provides feedback and responses to each group and closes the lesson.	The teacher appreciated each group, and give the feedback. Students give their opinion about Jamboard.

**Table 3.10** *Result of Observation Field Notes*



## Appendix 10. Research Permit Approval Letter



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SEKOLAH MENENGAH ATAS NEGERI 4 SIDOARJO**

Jl. Raya Suko, Telp 0318966365, Fax 0318928255

Email smanivsidoarjo@yahoo.com

SIDOARJO Kode Pos 61224

### SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor : 423/ *SS* /101.6.25.4/2022

Yang bertanda tangan di bawah ini

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Pangkat/Gol : Penata IIIc  
Jabatan : Kepala SMA Negeri 4 Sidoarjo

Menerangkan dengan sebenarnya

Nama : Alfi Nur Dimiyah  
NIM : 195300088  
Prog. Studi : S - 1 Pendidikan Bahasa Inggris  
Universitas : Universitas PGRI Adi Buana Surabaya

Bahwa yang bersangkutan telah melakukan penelitian pada tanggal 22 November 2022 – 02 Desember 2022 di SMA Negeri 4 Sidoarjo dengan judul “ EFL Students’ Perception on Google Jamboard as Creative Media in English Classroom”

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.








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### THESIS REVISION FORMAT

**Student's Name** : Alfi Nur Diniyah  
**Student's Reg. Number** : 195300088  
**Examination Date** : 16<sup>th</sup> February 2023  
**Thesis Title** : EFL Students and Teacher Perceptions of Using Google Jamboard as Creative Media in English Classroom.  
**Examiner I** : Dr. Endah Yulia Rahayu, M.Pd.  
**Examiner II** : Hertiki S.Pd., M.Pd.

No	Revision	Examiner I	Examiner II
1.	Revise the title of the participants.		
2.	Add the age for detail participants.		
3.	Put the discussion in the result.		

Acknowledgement by:

Examiner I



Dr. Endah Yulia Rahayu, M.Pd.  
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**Examiner I** : Dr. Endah Yulia Rahayu, M.Pd.  
**Examiner II** : Hertiki S.Pd., M.Pd.

No	Revision	Examiner I	Examiner II
1.	Change the title.		
2.	Change the implication.		
3.	Add ages of participants and teacher information.		
4.	Add the pros and cons and change the implication in chapter 5.		

Acknowledgement by:

Examiner I

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**Examiner I** : Dr. Endah Yulia Rahayu, M.Pd.  
**Examiner II** : Hertiki S.Pd., M.Pd

No	Revision	Examiner I	Examiner II
1.	Revise the title of the participants.		
2.	Add the age for detail participants.		
3.	Put the discussion in the result.		
4.	Change the title.		
5.	Change the implication.		
6.	Add ages of participants and teacher information.		
7.	Add the pros and cons and change the implication in chapter 5.		

Acknowledgement by:

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## RECORDS OF THESIS SUPERVISION SESSIONS

**Student's Name** : Alfi Nur Diniyah  
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**Department** : English Education Department  
**Thesis Title** : EFL Students and Teacher Perceptions of Using Google Jamboard as Creative Media in English Classroom.

Dates	Materials	Advisor
05/07/2022	Chapter 1	Ah
15/09/2022	Chapter 2 and 3 revised	Ah Ah
19/09/2022	Chapter 1,2, and 3 revised	Ah Ah
26/09/2022	ACC Chapter 1,2, and 3	Ah Ah
08/11/2022	Research Instrument	Ah Ah
16/11/2022	Research Instrument + Jamboard	Ah Ah
19/01/2023	Chapter 4	Ah Ah
06/02/2023	Chapter 4 and 5 revised	Ah Ah
08/02/2023	Chapter 4, 5 and references	Ah Ah
09/02/2023	ACC Chapter 4, 5 and abstract	Ah Ah

The thesis supervisions have been completed on: 10<sup>th</sup> February 2023

Acknowledged by:

Dean,

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