

Utilizing Google Classroom to Promote Students' English Language Skills: A systematic Review

Suci Ramadhani¹

Universitas Nusantara PGRI Kediri
e-mail: Sucir193@gmail.com¹

Sulistiyani²

Universitas Nusantara PGRI Kediri
e-mail: Sulistiyani@unpkediri.ac.id²

Khoiriyah³

Universitas Nusantara PGRI Kediri
e-mail: Khoiriyah@unpkediri.ac.id³

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ABSTRACT

This research is based on the analysis results of observations and experiences of the researcher, in which in 21st century learning both teachers and students must have good technology skills. This can be implemented through learning using a platform that can support students in improving their English skills. The aims of this research are to answer (1) How is the implementation of Google Classroom to teach English? (2) How could Google Classroom promote students' English language skills? This study uses a qualitative approach with a systematic review method. Ten out of twenty research articles were selected using an internet search based on inclusion-exclusion criteria. To analyze the data, this research used thematic analysis as a technique of analyzing data. The result showed that (1) Google Classroom helped students with various features that can facilitate students in the English learning process. (2) The success of Google Classroom can be seen from the improvement of students' English skills. Further, Google Classroom was useful, easy to use, and enjoyable tool for students to improve their English skills. Thus, Google Classroom platform significantly helps improve the students' quality of English learning.

Keywords: Online Learning, Google Classroom, English Skills

INTRODUCTION

According to Brown (2000), four types of proficiency skills have to be learned by students in learning English: listening, speaking, reading, and writing. These four skills must be learned so that they can be mastered evenly to help students achieve English learning standards because these four skills support each other in mastering English. To master these four skills, the teacher as a facilitator has an important role in facilitating students with adequate technology, especially in this 21st-century learning where teachers and students must master the use of digital media as learning support. This is in accordance with what is stated by Abdullateef (2021) that digital learning tools could foster 21st-century skills.

The 21st-century brings changes that impact the world of education, especially technological developments. Therefore, 21st-century education is closely related to digital-based learning, giving rise to a virtual learning environment where learning can be done electronically or online. E-Learning or online learning is distance learning that relies on technology such as cellphones or laptops as well as internet connections. According to Isroqmi (2020), online learning activities between educators and students can be carried out without having to meet face to face. Unlike traditional learning, where teachers only learn in the classroom and the teacher as a learning center, e-learning or online learning is more student-centered and makes it easier for students to access information anywhere and anytime to maximize students learning opportunities.

Learning using technology is not something new in the world of education because technology is very close to the lives of students and teachers. The use of technology in the learning process can force students to control student learning activities (Zabir, 2018). This means that technology is needed in education so that students can have adequate learning and have the potential to improve student achievement. Therefore, it is very important to choose the right platform as a medium for learning English in 21st-century learning one of which is using Google Classroom. In their study, Sulistyani (2020) found that teachers have numerous options available to conduct an asynchronous teaching. Through Google Classroom, as one of the options, even students have an opportunity to enjoy it as a new learning approach where students access materials and complete tasks at a different time from their teachers. They particularly learn independently by finishing various tasks.

Google Classroom is one of the platforms used for online learning in this 21st-century because Google Classroom offers a variety of features, including virtual interactions between teachers and students as a substitute for face-to-face meetings. In addition, Google Classroom also has features to post teaching materials, give assignments to students, and upload student grades directly. Google Classroom is also very useful as a medium for teaching English. Students have the opportunity to practice listening, speaking, reading, and writing skills because Google Classroom provides a feature to attach any pdf, photo, video, voice note, document, or link for instructional purposes. This is supported by the results of research conducted by Islam (2019) that learning English through Google Classroom has the best possible techniques for learning listening, reading, writing, and speaking. In addition, Google Classroom also allows teachers to provide direct feedback on students' English so that students can recognize their strengths and limitations which will be an opportunity for them to improve their English skills.

Google Classroom has been studied by many researchers in relation to English teaching and learning. The usage of Google Classroom in English Language Teaching (ELT) was researched among of them by Sukmawati & Nensia (2019) through an interview, and they discovered that students who utilized Google Classroom enjoyed using online learning. The use of Google Classroom (GC) by college students for their English language learning activities, as well as their perceptions of how it integrated into their learning processes, was examined by Salam (2020). He illustrates the conclusion that, on the whole, by using Likert Scale questionnaires with open-ended questions the students were content with Google Classroom in their classes. Syakur (2020) examined Google Classroom's use in higher education in a different study. Finally, they note that through classroom action research, the application is able to function successfully,

helping teachers and students enrolled in English language education study programs to carry out the learning process more intensely. Additionally, Google Classroom's impact on blended learning and college students' English proficiency is the subject of Liya (2021) research. She demonstrates, using a quasi-experimental methodology, how Google Classroom and blended learning helped students' English proficiency. This indicates that Google Classroom significantly contributes to the teaching and learning processes that support EFL learners' learning outcomes.

To enrich and deepen the understanding of the application of Google Classroom this current study utilized different way of seeing that application. Focusing on the implementation the platform Google Classroom used by the teacher as a media to teach English in 21st-century learning, a rigorous review of published articles was carried out. The review has a crucial role, beside describing the way of implementing the teaching and learning process using a digital platform, Google Classroom, it also helps to prove that Google Classroom is significantly useful and facilitative to promote students' English language skills. Therefore, the aim of this research is to explore the use of Google Classroom and improve the quality of learning English through the Google Classroom learning platform by answering the questions (1) How does the implementation of Google Classroom to teach English? (2) How does Google Classroom could promote students' English language skills? This study aided decision-makers in higher education in their comprehension of the function played by students' use of Google Classroom.

LITERATURE REVIEW

Online Learning

Online learning is part of a distance education program which refers to the use of internet-based technologies to reach a broad group of students. Online learning is learning carried out by teachers and students without the need for face-to-face contact (Allen & Seaman, 2007). Teachers and students carry out the learning process at the same time but in different places by using various platforms that support online learning. Online learning is also known as E-Learning. Indrakusuma & Putri (2016) stated that E-Learning is an abbreviation of Electronic Learning which is a new way in a learning system that relies on electronic media, especially the internet.

There are several advantages of online learning according to Tjokro (2013), it is easier to absorb, much more cost-effective, much more concise, and available 24 hours per day. While according to Nursalam & Efendi (2008), some of the disadvantages of online learning are the lack of interaction between teachers and students, neglect of academic and social aspects, the teaching and learning process looks like training, shifting the role of teachers by technology, lack of knowledge in the use of technology, equipment that inadequate, and students will feel isolated.

Online Learning Platform

Platform itself is defined as a combination of hardware and software that allows applications to run. While online learning platforms are learning tools used by teachers and students to connect to common resources, communication tools and information both inside and outside the classroom. Ouadoud et al. (2016) state that an online learning

platform is software that can assist teachers in managing the teaching and learning process. Cheng (2006) claims that an online learning platform is something provided, permitted, or mediated by electronic technology for explicit learning purposes. While Dodun et al. (2015) propose that online learning platforms are used quite commonly at various stages of the formal education process.

Based on the findings of several studies, it was found that the use of online learning platforms, one of which is Google Classroom, can help students learn languages in various trends such as reading comprehension (Dewi et al., 2020), listening skills (Dewle, 2019), as well as writing and speaking (Ratnaningsih, 2019) and many themes related to online learning platforms in improving the language learning experience.

Google Classroom

Google Classroom is an online learning platform that allows teachers and students to collaborate. According to Nagele (2017) teachers can take advantage of Google Classroom to provide student-centered learning, easy to remember, and allow students to collaborate. Google Classroom has many benefits because Google Classroom has useful features for users. Some of them are free of charge, mobile friendly, and time saving. Google Classroom can be downloaded and used free, besides that Google Classroom can also be opened directly via the web. According to Janzen (2014), Google Classroom is intentionally designed to be simple to make it easier for teachers and students to communicate and send or track assignments.

Google Classroom also makes it easy for students to join classes; teachers can add students directly or share class codes with students to join. Paperless assignment collection also makes it easier for teachers to check and grade assignments quickly. Students can review the materials and assignments that have been given because they are automatically saved to the Google Drive folder. Communication between students and teachers as well as between students and students is also simplified through announcements, emails, and push notifications so that students can start discussions directly (Walsh & Lynch, 2018).

RESEARCH METHOD

This is a qualitative approach with a systematic review as the research method to find a deep understanding of teaching English using the Google Classroom platform in 21st century learning from previous researches. The library research was used as a place to conduct the research. Through library research, the researcher collected the data from various literatures in scientific articles. Through the library research all relevant information could easily be accessed to develop research in a broader direction. The research observed and analyzed articles obtained from the Google Scholar digital library (12 articles) and DOAJ-Directory of Open Access Journal (8 articles) from 2017 to 2022 or for the last 5 years.

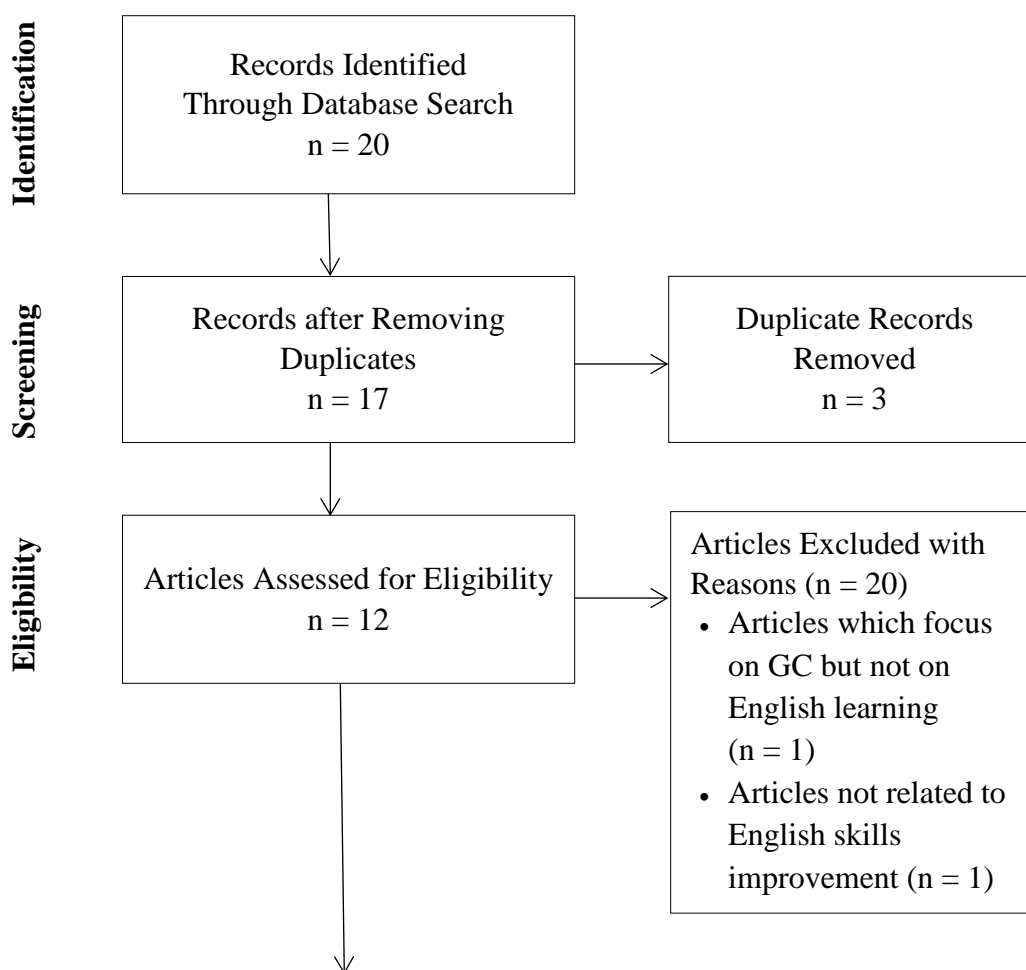
The researcher used internet searching and hand searching as a technique collecting data to find information on the internet. In finding sources, researchers used Google Scholar and DOAJ (Directory of Open Access Journal) with articles published by TNU Journal of Science and Technology, JREALL (Journal of Research on English and

Language Learning), SMART (Journal of English Language Teaching and Applied Linguistics), SCIEDU (International Journal of English Language Teaching), DUET Journal (Dhaka University of Engineering and Technology), A Journal of Teaching English Language and Literature, JES (Journal of English Education Students), JOLLT (Journal of Languages and Language Teaching), and IOSR (Journal of Research & Methods in Education). Search and data collection was carried out using the PRISMA Framework model based on the following criteria:

Table 1. Criteria of Articles

No.	The Criteria of Articles
1	Published in the last five years range (2017-2022)
2	Describe the use of Google Classroom to teaching and learning process
3	Related to the improvement of English skills (Speaking, Listening, Writing, and Reading)
4	Published in English written

Figure 1. PRISMA Framework



Included

Total Articles included in the
 review
 (n = 10)

RESULT AND DISCUSSION

Result

Implementation of Google Classroom in English Learning

In the application of Google Classroom for learning English, it was found that learning was carried out using the blended learning method which can be done online or offline. This method were applied in all English skills which means that Google Classroom can support students in learning listening, speaking, writing, and reading English Skills. The following tables will answer research question number 1 in this research. The articles that have been selected then grouped and classified in some tables based on the implementation of each of the English skills.

Table 2. Listening Implementation

No	Researcher	Implementation on Teaching Listening
1	Rabbi et al. (2018)	<ul style="list-style-type: none"> • Play audio clip • Answer the assignment
2	Dewle (2019)	<ul style="list-style-type: none"> • Materials from APILL, UefAP, IELTS • Listening task • Identify the signpost expressions • The final test based on an academic lecture • The students answer the comprehension questions based on the lecture

From the table 2 above, it can be seen that the teacher applies listening learning through Google Classroom by providing students with online materials and assignments. The material provided is in the form of audio or video from the teacher directly or from APILL, UefAP, and IELTS materials (Dewle, 2019). After giving the material, the teacher then gives an assignment in the form of listening comprehension questions. Through this way, students can continue to practice their listening skills by listening to audio and video using Google Classroom.

Table 3. Speaking Implementation

No	Researcher	Implementation on Teaching Speaking
1	Quyen & Ha (2021)	<ul style="list-style-type: none"> • Work in pairs

		<ul style="list-style-type: none"> Delivered topic to the students (a situation and some suggestions to deal with the situation) Worked together outside the classroom Recorded the conversation Upload the conversation video on GC The teacher watch the video and give feedback to the students
2	Isda et al. (2021)	<ul style="list-style-type: none"> The teacher posted material about offering something on GC Discussion via comment column Recording speaking assignment
3	Ratnaningsih (2019)	<ul style="list-style-type: none"> Assignment in the form of video and audio

Through the table 3 above, it can be seen that the application of Google Classroom in speaking learning is the same as listening learning where speaking and listening learning both use audio and video features to do assignments. In learning speaking using Google Classroom, students can collaborate with other students (Quyen & Ha, 2021). Teachers and students can also communicate and discuss through the chat column even though they are not in the same place (Isda et al., 2021). In addition, students can also get feedback from the teacher through the chat column so that students can continue to practice correcting their mistakes in speaking English.

Table 4. Writing Implementation

No	Researcher	Implementation on Teaching Writing
1	Brand Fonseca & Soto Peralta (2019)	<ul style="list-style-type: none"> Practice writing outside the class using Gdocs
2	Janah & Yuniarti (2019)	<ul style="list-style-type: none"> Write essay about students' experience Upload writing in the form of image The teacher give feedback
3	Ratnaningsih (2019)	<ul style="list-style-type: none"> Submitted assignment in the form of Gdocs Grading notification on email

The information from the table 4 above confirms that using Google Classroom for writing learning is very easy because Google Classroom has a feature to facilitate writing, namely Google Docs. Students can write directly through Google Docs and can be given feedback directly by the teacher through the Google Docs. In addition, the grading notification that appears directly via email notification will make it easier for students to see their grades without having to be checked repeatedly. It is as said by Walsh & Lynch (2018) that communication between students and teachers as well as between students and students is also simplified through announcements, emails, and push notifications so

that students can start discussions directly. This can make it easier for students to practice writing often.

Table 5. Reading Implementation

No	Researcher	Implementation on Teaching Reading
1	Sonya et al. (2021)	<ul style="list-style-type: none"> • The teacher give the text to the students • The students read the text and answer the question about main idea • The teacher give feedback, correction, and suggestion to students on GC
2	Kurniadi (2021)	<ul style="list-style-type: none"> • The teacher give assignment in the form of narrative text • The students upload their assignment on GC • The teacher give feedback to students on GC

It can be seen from the table 5 above that the implementation of Google Classroom for reading learning can be done by giving students reading texts and assignments related to the readings, and then the teacher provides feedback, correction, and suggestion on students' assignments using Google Classroom. Thus, it can be said that Google Classroom is a platform that can be used to improve students' reading skills.

Table 6. Advantages and Disadvantages of Google Classroom

Researchers	Advantages	Disadvantages
Susanti et al. (2021)	<ul style="list-style-type: none"> • It can be accessed anytime and anywhere • Easy to access and find references related to the material being discussed • Save time • Completed assessment on time • Many facilities to support learning process 	<ul style="list-style-type: none"> • Participant must have google account • There are no face to face classes • Internet connection unstable

From the table above, it can be seen that Google Classroom has many advantages, namely it can be accessed anywhere and anytime, easy to access and find references, can save time by collecting assignments on time, and there are many facilities that support the learning process well. This is in accordance with what was stated by Gunawan & Sunarman (2018) that Google Classroom is designed to make it easier for teachers to save

time, manage classes and improve communication with students. In addition to having many advantages, Google Classroom also has several disadvantages such as participants who must have a Google account to enter Google Classroom, Google Classroom also does not have face to face classes, unstable internet can also occur because the platform used is an online platform.

In conclusion, the application of Google Classroom in teaching English is very easy to use and has many advantages. Google Classroom helps teachers to create and organize classwork quickly and easily.

In addition, through the use of Google Classroom with features that are widely available in Google Classroom, teachers can facilitate students in training and improving students' English skills, namely listening, speaking, writing, and reading. The following table will answer research question number 2 in this research. The articles presented in the table are the results of the overall research that proves that Google Classroom can improve students' English skills.

Table 7. Research Result of the Articles

No	Researchers	Skills	Results
1	Rabbi et al. (2018)	Listening	<ul style="list-style-type: none"> Google Classroom can be used as a learning tool to help students improve their listening skills.
2	Dewle (2019)	Listening	<ul style="list-style-type: none"> The findings showed that the students found the Google Classroom platform engaging and useful. They also showed a clear improvement in many aspects of listening such as locating or drawing key information from lectures.
3	Quyên & Ha (2021)	Speaking	<ul style="list-style-type: none"> The study findings revealed that weekly feedback played a significant role in students' awareness of their strengths and weaknesses in their speeches posted on Google Classroom. Furthermore, the study discovers that Google Classroom can help students save time spent searching for the teacher's comments on their speaking performances.
4	Isda et al. (2021)	Speaking	<ul style="list-style-type: none"> Google Classroom has a significant impact on students' speaking skills and allows them to complete and collect assignments without regard for time or space constraints.
5	Janah & Yuniarti (2019)	Writing	<ul style="list-style-type: none"> The findings indicated that Google Classroom could encourage students to write and help them improve their writing skills.
6	Brand Fonseca &	Writing	<ul style="list-style-type: none"> The findings revealed that using this platform provides benefits that allow

	Soto Peralta (2019)		students and teachers to simplify the teaching and learning of writing.
7	Sonya et al. (2021)	Reading	<ul style="list-style-type: none"> The results demonstrated that Google Classroom is an effective media that can be used by teachers to teach reading and improve students' reading comprehension.
8	Susanti et al. (2021)	Reading	<ul style="list-style-type: none"> According to this study, using Google Classroom media in the learning process in ELT settings is effective. This study examines the advantages of incorporating this media into the learning process in order to improve reading comprehension. It is accessible at any time and from any location, has a flexible time schedule, and a more innovative learning model (based on E-learning).
9	Kurniadi, (2021)	Reading	<ul style="list-style-type: none"> The results showed that the Google Classroom application improved students' reading comprehension skills more than traditional classroom instruction.
10	Ratnaningsih (2019)	Writing and Speaking	<ul style="list-style-type: none"> The findings revealed that using Google Classroom to improve writing and speaking skills is beneficial.

The data in the table above prove that that Google Classroom can improve students' English skills with features that support students in learning English. The Google Docs feature makes it easy for students to write without the need for paper, as well as Google Drive which helps students to store their assignments safely, besides that students can also review their work and processes while learning English. Google Classroom also has a comment field feature that can be used by teachers to provide feedback so that students can correct their mistakes and improve their English skills.

Discussion

Google Classroom is a platform that can help teachers and students in carrying out online learning well. In its implementation, Google Classroom can act as a communication tool between teachers and students during online learning. In conducting this research, the researcher found that Google Classroom can be used to facilitate English learning, especially in improving the four students' English skills, namely listening, speaking, reading, and writing.

Based on the article from Rabbi et al. (2018), the implementation of Google Classroom in listening learning is done by providing audio containing listening material that can be studied by students, then students are given assignments related to listening comprehension which will be uploaded by students to Google Classroom to be given

grades and feedback from the teacher. This is also supported by research conducted by Dewle (2019) with the same implementation in listening learning. In addition, according to the results of the research using the mix method, it shows that the test results of students from the range 4-5 increase in the results of the next test using Google Classroom with a range of 9-10. This shows that listening learning using Google Classroom can improve students' listening skills.

In the next article, which discusses the use of Google Classroom in learning speaking by Quyen & Ha (2021), Isda et al. (2021), Ratnaningsih (2019), mentioned that the implementation of speaking learning was carried out in the form of audio and video assignments. This shows that the use of audio and video not only helps students in learning listening, but also in learning speaking. In listening learning, the teacher uses audio and video to provide material to students, while in speaking, audio and video are used by students as facilities that support them in practicing speaking directly and upload them to Google Drive for feedback by the teacher.

In addition to facilitating students in learning speaking, Google Classroom can also facilitate students in improving their speaking skills. This is evident from research conducted by Isda et al. (2021) which shows the numbers obtained from the pre-test are 71.20 and posttest 78.16. The post-test score which is higher than the pre-test indicates that Google Classroom significantly affects students' speaking skills. This is supported by research conducted by Quyen & Ha (2021) who stated that the use of Google Classroom could improve students' speaking skills from the feedback given by the teacher in four categories including grammar, vocabulary, pronunciation, fluency and discourse analysis.

Research in the next article regarding writing learning is discussed by Brand Brand Fonseca & Soto Peralta (2019), Janah & Yuniarti (2019), and Ratnaningsih (2019) where the implementation of Google Classroom in writing learning is facilitated by Google Docs. Students can write topics determined by the teacher via Google Docs and then upload them to Google Classroom. Teachers can directly provide feedback to students through Google Docs that students use to write. That way, students can continue to train and improve their writing skills with the help of Google Classroom. This is supported by research from Janah & Yuniarti (2019) related to the writing learning process using Google Classroom where the results showed that the score of pre-test was 35 with mean 59.73 and in post-test was 54 with mean 65.21. This shows that there is an increase in students in learning writing using Google Classroom. Assessments obtained by students can be received via email notification so that students do not need to check the assessment repeatedly (Ratnaningsih, 2019).

The last few articles discuss learning to read using Google Classroom by Sonya et al. (2021) and Kurniadi (2021). The implementation of Google Classroom in learning reading is done by giving students reading text material through Google Classroom and giving students assignments related to reading that have been given previously. Through this task, the teacher will provide feedback directly through Google Classroom. That way, students' reading skills can increase as stated in the research from Kurniadi (2021) which stated that t -observed was higher than t -table ($10,517 > 2.011$) with the significance level less than 0.05 ($0.000 < 0.05$). It means that google classroom application improved the students' reading comprehension skill better than conventional class. In line with this

view, Reading relates to such kinds of knowledge that students are required. Proficient reader can read a variety of materials with ease, interest, and read with comprehension even when the material is neither easy to understand nor intrinsically interesting (Khoiriyah et al., 2021).

In conclusion, the implementation of Google Classroom for learning English is used as a learning tool that facilitates students to improve their English skills, namely listening, speaking, writing, and reading. Through the Google Classroom platform as a learning medium, students can use it to help them upload assignments and save them easily so that teachers can provide direct feedback to student assignment so that students can correct their mistakes and improve their skills in English. This can be seen from the articles above which discuss feedback for students where the feedback given by the teacher plays an important role in improving students' English skills. However, in the practice of learning, the teacher has not paid attention to the elements in the learning process of the four skills. Therefore, it is hoped that in future research, researchers can examine these components.

CONCLUSION

This study analyzes the use of Google Classroom to promote students' English skills. This research provides implementation of Google Classroom in teaching English and ways of learning in Google Classroom that can improve students' English skills. In addition, this study focuses on improving students' abilities in four English skills, namely listening, speaking, writing, and reading using Google Classroom.

The results of this study identify that Google Classroom has the potential to improve the four students' English skills, namely listening, speaking, writing, and reading because Google Classroom has features that can support the online English learning process. In practice, teachers provide material in the form of word documents, pdf, as well as video and audio, provide a place for collecting assignments, and provide feedback for student assignment results. Thus, students can practice and hone their English skills.

This research has covered the description of the implementation of Google Classroom in support of teaching learning process of English. Therefore, future studies can examine deeply the way Google Classroom promote the components and the mikro skills of English in different ways that can direct students in a structured way to improve their four skills.

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