THE USE OF GOOGLE CLASSROOM IN EFFECTIVENESS IN ELT: SYSTEMATIC REVIEW

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Abstract

The integration of technology in education has revolutionized teaching and learning practices across various disciplines. This comprehensive review seeks to investigate the effectiveness of Google Classroom in Teaching English (ELT) by examining the existing literature, to address the need for a comprehensive understanding of its impact on language learning. In addition, this review contributes to a cumulative understanding of technology integration in language education, thus informing future research directions and pedagogical approaches. This study uses the method of systematic review for the method to apply in this paper. The purpose of this study is to investigate the role of Google classroom in ELT by analyzing the literature. The results of this systematic review show that the platform is highly effective from two important aspects, namely, from the perspective of ELT and writing instruction. Teachers and educational institutions should integrate Google Classroom as one of the supporting tools in the learning process and the development of creative and effective communication and writing skills. This research also provides a new view in developing more innovative learning strategies and adjusting to the digital era that is currently developing.

Keywords: *Google Classroom; ELT; Effectiveness; Instructions; Students/*

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Abstrak

Integrasi teknologi dalam pendidikan telah merevolusi praktik pengajaran dan pembelajaran di berbagai disiplin ilmu. Tinjauan komprehensif ini berusaha untuk menyelidiki efektivitas Google Classroom dalam Pengajaran Bahasa Inggris (ELT) dengan mengkaji literatur yang ada, untuk menjawab kebutuhan akan pemahaman yang komprehensif mengenai dampaknya terhadap pembelajaran bahasa. Selain itu, tinjauan ini berkontribusi pada pemahaman kumulatif tentang integrasi teknologi dalam pendidikan bahasa, sehingga dapat menginformasikan arah penelitian dan pendekatan pedagogis di masa depan. Penelitian ini menggunakan metode tinjauan sistematis sebagai metode yang digunakan dalam makalah ini. Tujuan dari penelitian ini adalah untuk menyelidiki peran Google classroom dalam ELT dengan menganalisis literatur. Hasil dari tinjauan sistematis ini menunjukkan bahwa platform ini sangat efektif dari dua aspek penting, yaitu dari perspektif ELT dan instruksi menulis. Para guru dan institusi pendidikan harus mengintegrasikan Google Classroom sebagai salah satu alat pendukung dalam proses pembelajaran dan pengembangan keterampilan komunikasi dan menulis yang kreatif dan efektif. Penelitian ini juga memberikan pandangan baru dalam mengembangkan strategi pembelajaran yang lebih inovatif dan menyesuaikan dengan era digital yang sedang berkembang saat ini.

Kata Kunci : Google Clasroom, ELT, Efektivitas, Instruksi, Siswa

INTRODUCTION

Modern information and communication technology (ICT) has unquestionably advanced in the 21st century (Moonma, 2021). Technology is a crucial issue in the 21st century, and education is one of the fields that need it (Ghavifekr & Rosdy, 2015). The integration of technology into the educational field is evident in the process of instructing and learning (Henry et al., 2020). Technology has become increasingly important in recent years as a means to support teaching and learning as well as individual tasks. Technology is having an impact on education in every conceivable way (Raja & Nagasubramani, 2018). Technology-enabled classrooms are pleasant as well as more productive. Additionally, in accordance with the research of (Almekhlafi, 2020), technologically equipped classrooms increase students' motivation to learn. Technological advancements impact education in common and for instruction and acquisition of English specifically (Gunuç & Babacan, 2017). English language learners may be able to use ICT to converse with native speakers by using video-based platforms such as Zoom, Google Meet, Skype, and email, among other ICT resources (Herawati, 2022). To reduce the gap between teaching and learning technology in the present and the future, today's teacher education institutions are attempting to reorganize their curricula and classroom amenities in light of the impact that new technologies are having on the workplace and daily life (Upadhayaya, 2023). Therefore, the field of education must keep up with the rapidly evolving technological landscape and make use of information and communication technology to enhance the educational experience (Yustanti & Novita, 2019). Technology and education should not be considered as distinct entities, but rather as interconnected and mutually beneficial components that should exist in harmony. Blended learning activities should be employed as e-learning serves as a means for instructors and students to make use of technology (K et al., 2019). New developments in teaching and learning have been brought about by the development of technology. Nowadays, learning can

happen virtually rather than through face-to-face interactions. (Dhawan, 2020). Currently, there has been a rise in the utilization of online learning in universities (Ansong-Gyimah, 2020).
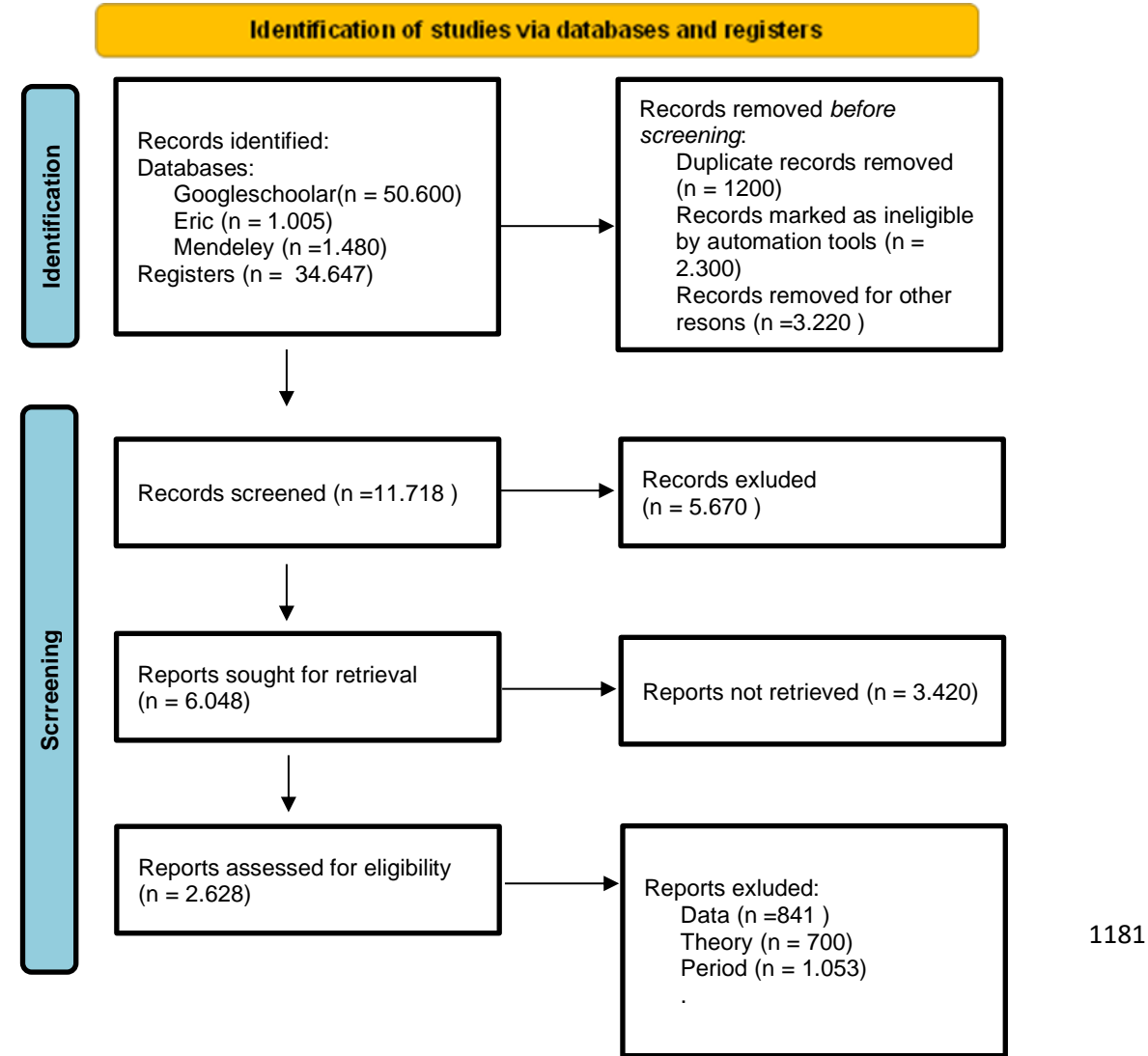
Google Classroom is one of the programs that the majority of individuals or organizations use.. Google Classroom as technology and media play an important role in the learning process. For example, the focus on learning is mainly on the teacher, then technology and media can be used to support students in their studies and research. Conversely, if the focus of learning is on the students themselves, then the students themselves are the main users of the technology and media in question (Sabran & Sabara, 2019). In ELT, Google Classroom helps decision-makers in colleges and educational establishments to comprehend the function of Google Classroom more fully usage by their students. It is determined that, as previously noted, it aids in gauging kids' attention spans when using technology. (Sukmawati & Nensia, 2019). On August 12, 2014, Google Apps For Education (GAFE) introduced Google Classroom. Virtual classrooms can be created online using Google Classroom. According to (Shahroom & Hussin, 2018), tasks can be transferred, gathered, and graded using Google Classroom. Google Classroom is used for online instruction as well as in addition media that helps teachers assign tasks or assignments (Sholah, 2020). (Sukmawati & Nensia, 2019) describe Google Classroom as a product of Google that offers many tools for teachers to support learning activities. These tools include integration with Gmail, Drive, Hangout, YouTube, and the Deep Calendar. According to (Perumal & Jalaluddin, 2023), Google Classroom facilitates personalized education by enabling teachers to create materials that vary in complexity to adjust to the different needs of their students. For example, a guide can publish a lesson, send an email, assign tasks, or give advice. Additionally, there are no adverts on the Google Classroom app because user data isn't utilized for planning. When using Google Classroom, students can view a timeline containing many updates on learning activities like discussion boards, homework, tests, and projects. This feature can be used by students as a place to reflect and create a discussion topic to show their understanding of the material. It's possible for students to employ a variety of learning media to enhance their knowledge and proficiency in a foreign language (Rivera-Lozada et al., 2022). Google Classroom can be accessed by educators and students through the following web addresses: https://classroom.google.com. Alternatively, it can be downloaded on a mobile device through the App Store or Play Store for iOS and Android users. The instructor can instruct students on the e-portfolio strategy by using Google Drive as a medium for organizing assignments and materials (Andewi & Pujiastuti, 2021). Both teachers and students can easily exchange documents. In addition, students can collaborate virtually using a shared folder if they work on a project in a group setting. It is assumed that Google Classroom is a very important tool for evaluating the effectiveness, advantages, and difficulties based on the perspectives of teachers and students (Sepyanda, 2018).
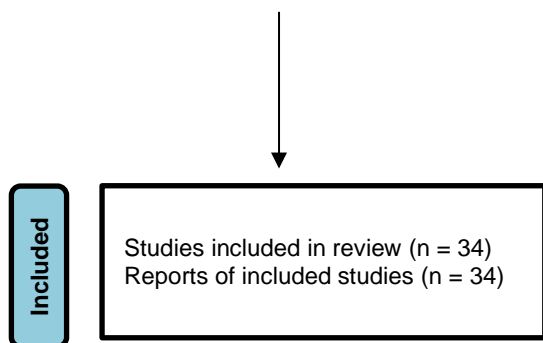
To address the need for a thorough understanding of Google Classroom's impact on language acquisition, this systematic review intends to investigate the efficacy of the tool in ELT by reviewing the available literature. This research is important because of the growing dependence on digital platforms for education, particularly in the wake of the COVID-19 epidemic and the global movement toward remote learning. While some studies highlight the

benefits of Google Classroom for learning foreign languages, others draw attention to its drawbacks. Consequently, the goal of this study is to clarify discrepancies in earlier research findings and advance our knowledge of Google Classroom's function in language learning. This article attempts to give educators, researchers, and policymakers useful insights on the possible advantages and disadvantages of integrating Google Classroom into English language learning practices by synthesizing the existing literature. Furthermore, by adding to our understanding of technology integration in language teaching, this review helps to shape future pedagogical approaches and research initiatives. This systematic review's primary objective is to critically assess Google Classroom's efficacy in English language teaching (ELT) contexts and offer evidence-based suggestions for its best usage.

METHOD

The authors use a systematic review for the method to be applied in this paper. According to Shaun Turney, stated that a systematic review is a one-study strategy for compiling all of the evidence on a particular research subject. It entails a methodical and exacting process for locating, evaluating, and combining research evidence. Creating a research question, creating a protocol, looking for all pertinent studies, using selection criteria, gathering data, combining data, and writing and producing a report are all typical steps in the process. A systematic review's methods section should provide adequate information for readers to understand the procedures followed and draw conclusions by outlining the actions taken and their motivations (Tassinari et al., 2023).

Identification of studies via databases and registers

Identification

Records identified:
Databases:
    Googleschoolar(n = 50.600)
    Eric (n = 1.005)
    Mendeley (n =1.480)
Registers (n = 34.647)

Records removed *before screening*:
    Duplicate records removed (n = 1200)
    Records marked as ineligible by automation tools (n = 2.300)
    Records removed for other resons (n =3.220)

Scrreening

Records screened (n =11.718)

Records exluded (n = 5.670)

Reports sought for retrieval (n = 6.048)

Reports not retrieved (n = 3.420)

Reports assessed for eligibility (n = 2.628)

Reports exluded:
    Data (n =841)
    Theory (n = 700)
    Period (n = 1.053)
    .

1181

Studies included in review (n = 34)
Reports of included studies (n = 34)

Included

This article examines various journals that have been published in the period 2018 to 2023 as a basis for its analysis. The author conducted careful research by referring to journal references and articles from leading platforms such as Google Scholar, ERIC, and Mendeley to strengthen the substance of his writing.

RESULTS AND DISCUSSION

Findings

1. The Google Classroom's efficacy in ELT

The authors summarize that **both instructors and students** can communicate via Google Classroom. Additionally, a private remark was made. Here, students can discuss any topic related to the instructor. Additionally, there was room for student-to-student interaction.

Learners who used Google Classroom experienced excitement when learning online. It is simple to use this application. It can be located using a device like a smartphone, laptop, computer, or notebook. Students can also concentrate on their discipline because the instructor allows enough time for them to turn in their assignments. Learners can view the assignment instructions, including the topic and due date. Students will receive a notification on the instructor's account if they are late with their submissions. Next, students can simply turn in assignments using a phone from anywhere. There were words, and audio, and their understanding of online education has grown. Students acquire information more quickly. Google Classroom is now a helpful resource for learning English.

On the other hand, the instructor can upload resources they utilized in class. Learners can view the course outline and download the materials straight from Google Classroom prior to the meeting. The content is available in Word, PowerPoint, and PDF formats. In the event that they forget, students can review recent content. Numerous students typed words directly onto their phones, according to studies. They believed that opening a laptop and waiting to connect to the internet was simpler (Sukmawati & Nensia, 2019). The convenience and user-friendliness of Google Classroom have a big impact on how often people utilize Google to supplement lectures (Wijaya, 2016).

2. The implementation of Google Classroom in Teaching Writing

The authors found out that Google Classroom usage is more engaging and effective in teaching writing. Using Google Classroom to teach writing helps keep learners from getting

bored. With Google Classroom, students will be able to write what they hear more proficiently. For students to write, comprehend, and recall what they have written in addition to writing (Rakhmawati, 2020).

Due to its creative nature, Google Classroom stands out among the greatest online learning resources (Dewi et al., 2022). One of Google's free products, Google Classroom is designed to help teachers manage and organize the learning process. It gives them all the tools they need to present the curriculum to students in an orderly and practical manner, and it facilitates rapid and multimodal communication between them and the students (Alsaidi et al., 2023).

English Language Teaching (ELT) approaches can be effectively supported by Google Classroom. According to certain results, GC had aided instructors and students with assignment gathering and archiving. (Debbyanti & Subekti, 2022). Google Classroom offers some benefits for learning (Anjarwati & Sa'adah, 2022). Beyond planning, facilitating, and improving 21st-century learning, Google Classroom offers the added benefit of fostering a culture of technology use in schools. (Martin, 2021). Several primary factors impact the effectiveness in supporting ELT techniques, such as:

1. Ease of Use: Teachers may use Google Classroom for free cooperation (Amrizal, 2022). Teachers and students can rapidly adjust and make the most of the platform due to its easy-to-use design. This comfort is especially crucial when learning a language, as instruction and learning should take precedence over technical challenges.

2. The ability to share things easily: Google Classroom allows teachers to share resources, assignments, and learning materials in a variety of formats, including text, photos, audio, and video. This makes teaching more varied and engaging, which is crucial for language development.

3. Effective Communication: Tools for group conversation and immediate response facilitate interaction both among themselves and between students and teachers. This makes it possible for feedback, revisions, and language talks to happen quickly and directly. Google Classroom proved to be an efficient teaching tool. In addition, educators could use Google Classroom to teach students in a blended learning environment while utilizing this communication efficacy.(Vidyasari et al., 2022).

4. Assessment and comments: The procedure for turning in the work is the next practicality. Learners (Sholah, 2020). Teachers can electronically administer assessments and provide comments using Google Classroom. This makes grading simpler, provides students with instant access to their grades, and enables teachers to offer more thorough comments.

5. Collaboration and Teamwork: Students can collaborate on language projects and improve their communication and teamwork skills by using Google Workspace's integrated collaboration features, which include Google Docs, Sheets, and Slides.

6. Accessibility: Google Classroom is accessible via a variety of devices, such as PCs, tablets, and smartphones, and is compatible with a broad range of operating systems. This guarantees that students have access to educational resources no matter where they are, allowing for flexible and modern learning.

7. Effective Classroom Management: Tools like task management, timetables, and reminders help teachers run their sessions more smoothly. They can also keep an eye on students' progress and offer assistance when necessary.
8. Security and Privacy: Google Classroom provides robust data security and privacy controls, which are particularly crucial in an educational setting. Instructors have the ability to closely monitor students' access privileges and safeguard their private data.

Challenges of using Google Classroom

Google Classroom increased student engagement and learning but raised concerns about speed and user experience (Heggart & Yoo, 2018). Online learning offers students and lecturers challenges and opportunities (Tarihoran, N., 2021). Google Classroom can be a valuable tool for English language teaching, but it does present some challenges.

1. Digital Divide: Different learners may not have the same access to technology or reliable internet connections, which can lead to differences in the way they study. Students must have a laptop, tablet, smartphone, or other device that supports the Google Classroom functionality, which is a drawback of the software.(Ketut Sudarsana et al., 2019).
2. Technical Difficulties: Both teachers and students may face technical issues, such as software glitches or difficulties in navigating the platform, which can disrupt lessons.
3. Screen Time: Excessive screen time can lead to eye strain, fatigue, and a lack of focus. Balancing screen time with other learning activities is essential.
4. Language Barrier: If students are still learning English, they may struggle with understanding instructions or navigating the platform. Providing clear, concise instructions and offering support when needed can help.
5. Lack of Interaction: Online platforms like Google Classroom can sometimes lead to less interaction between students and teachers, which can hinder the development of communication skills. Encourage discussions and collaborations to maintain engagement.
6. Assessment Challenges: Evaluating students' progress and understanding through online assignments can be more difficult. Teachers need to be vigilant in assessing the quality of student's work and provide constructive feedback. The weaknesses of Google Classroom are that if the Google Drive is full, we cannot send files (Susanto, 2021).
7. Time Management: Teachers may find it challenging to manage their time effectively when using Google Classroom. In addition, they need to create and monitor online materials.

CONCLUSION

In conclusion, a methodical analysis of Google Classroom's application in English language training (ELT)shows that the platform is highly effective from two important aspects, namely from the perspective of ELT and writing instruction. The results of this study encourage teachers and educational institutions to integrate Google Classroom as one of the supporting tools in the learning process and the development of creative and effective

communication and writing skills. In addition, this research also provides a new view on developing more innovative learning strategies and adjusting to the digital era that is currently developing. Therefore the use of Google Classroom in learning writing can be considered as an effective solution and have a positive impact on the quality of learning and student learning outcomes.

However, the use of Google Classroom comes with its own set of challenges. Therefore, an understanding of how to effectively use Google Classroom and adequate technical support are necessary to ensure that the potential of this platform is maximized.

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