

Effectiveness of Using Google Classroom in Learning English: A Literature Review

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Abstract: *This literature review aims to explore the effectiveness of Google Classroom in enhancing the English language. The review examined previous studies on using Google Classroom, its features in language learning, and how they have been applied to improve English. The findings indicate that Google Classroom positively impacts students' language learning outcomes, such as improved writing, speaking, and listening skills and increased motivation and engagement. However, the effectiveness of Google Classroom depends on various factors, such as the teacher's proficiency in technology, adequate technical support, and students' access to devices and the internet. Students' access to devices and the internet is critical to successful implementation, especially in rural and low-income areas where access to technology can be limited. Therefore, educators and policymakers must ensure adequate resources and support are available to successfully implement Google Classroom in language learning. The review highlights the need for further research on the implementation and effectiveness of Google Classroom in language learning. Overall, this study suggests that using Google Classroom can be a valuable tool to support language learning. With the increasing demand for English language proficiency in the global job market, using technology in language learning, such as Google Classroom, can be a valuable tool to improve language learning outcomes and prepare students for future success.*

Keywords: Google Classroom; Literature review; Effectiveness; English; Language Learning

1. Introduction

Google Classroom is a web-based learning management system (LMS) first introduced by Google in 2014. The platform aims to help educators manage their courses and communicate with students in a digital environment. Since its launch, Google Classroom has grown into one of the most used LMS in the world, with over 150 million users in 2021 (Google, nd). One of the main advantages of Google Classroom is its ease of use. The platform is user-friendly and intuitive, making it easy for educators and students to navigate. Educators can easily create and organize their classes, create assignments, post announcements, and communicate with students from a single dashboard. Students can access their coursework, submit assignments, and share with their teachers through the same interface (Google, nd). Another benefit of Google Classroom is its integration with other tools like Google Drive, Google Docs, and Google Calendar. This integration enables seamless file sharing, collaboration, and organization. Educators can create and share documents, slides, and spreadsheets with their students, and students can collaborate on projects in real-time, making group work more

manageable (Tran, n.d.). Google Classroom also enables personalized learning experiences. Educators can create individual assignments and assessments for each student, track student progress, and provide real-time feedback. The platform also allows for differentiated instruction, as educators can create works of different difficulty levels to meet their students' diverse needs (Ketut Sudarsana et al., 2019). Despite the many benefits, some educators have expressed concerns about using Google Classroom. Some fear this could contribute to the digital divide, as not all students can access the technology needed to use the platform. Others are concerned about privacy and security as Google collects data about users of its products (Simmons & Markwell, n.d.). In summary, Google Classroom is a powerful tool that has revolutionized how educators and students interact in a digital environment. Its ease of use, integration with other Google tools, and ability to personalize learning experiences make it a valuable addition to any classroom. However, it is essential to be aware of the potential downsides and to use the platform in a responsible and ethical.

Technology in Education

The 21st century age is often seen as an age of technology. Technology plays a significant role in our lives today. It is considered the basis for the growth of an economy. A low-technology economy can never grow in today's scenario. This is because technology makes our job much easier and less time-consuming. The impact of technology can be felt in every possible area of such an area in education (Raja & Nagasubramani, 2018). ICT stands for information and communication technology. It refers to technologies that allow access to information through telecommunications. It is similar to information technology (IT) but mainly focuses on communication technologies. This includes the internet, wireless networks, mobile phones, and other communication media. This means that today we have more opportunities to use ICT in teacher education programs and improve the quality of teachers for effective teaching. According to UNESCO, ICT is a scientific, technological, and engineering discipline and management technique used in handling information, its application, and its connection with social, economic and cultural concerns. The teacher is the main body of education in our society. They work more for the improvement level of our company in every field. Experienced teachers can make creative students in the form of good social workers, politicians, philosophers, etc., for society. Teachers can play a social role with the learner. Rapid technological development has creatively changed our way of life and the demands of society. Considering the impact of new technologies on the workplace and daily life, today's teacher education institutions are trying to restructure their educational programs and classroom facilities to minimize the gap between teaching and learning technology between today and the future (Ratheeswari, 2018). According to Hamidi et al.(2011) given education has been using technology to expand and develop various processes of the educational system for more than a century. It is not surprising that the introduction of new technologies has increased the interest in obtaining Knowledge through various methods of knowledge transfer. Today, technology-based education is possible at the universities of developed countries. Besides this, Smart schools have leapt to virtual learning. Online and distance learning are among the new forms of education of the new century. With the advancement of learning environment at the beginning of the 21st century, individuals and societies place a heavy responsibility on educational institutions and their traditional structures due to their growing educational needs. Besides this, technology has become an integral part of education. The most substantial in education, computers and the internet are blessings for both teachers and students. They have grown in importance, especially in enhancing teaching and learning. Technology has also changed how teachers convey knowledge and students obtain it (Seng et al., n.d.). An important aspect to discuss regarding the growth of technology in education is the different teaching methods practiced these days, such as distance, online, and blended education. Undeniably,

these methods are only possible with the presence of technology. Ebener (n.d) pointed out that distance, online, and blended learning styles offer more benefits than traditional classroom teaching styles. Another study by Heggart & Yoo (2018) stated that online education is groundbreaking due to its incredible freedom and advantages in a physical classroom. It basically originates from online instruction (Lim et al., n.d.) because distance education does not require students to attend physical classes at all. Thus, distance education relies entirely on Information and Communication Technology (ICT) for all teaching and learning activities. According to Abdelsalam et al., (n.d.), the main tools of distance education are communication technologies such as email or other possibilities offered by the internet. The study also claimed that ICT is the key to employing teaching techniques and learning strategies by teachers and students. Similarly, online learning relies on communication technologies, significantly impacting education over the past two decades. Traxler (2018) asserted, "Online learning is the newest and most popular form of distance education today". The significant difference is that distance education delivers instruction solely online with no face-to-face interaction between teachers and students. However, online learning can happen together in the classroom, where teachers and students work through digital lessons and online interaction between instructors and learners. Blended learning combines traditional and online teaching methods that have also emerged widely. The apparent features of blended education are that learners are not physically present every day. This method allows learning to be monitored in physical classrooms and virtually. According to Nong et al. (2023), due to the uncertainty of the post-pandemic period, the implementation of courses combined online and offline instruction. In this study, according to government agencies' requirements for school pandemic prevention measures, the mixed teaching design was first conducted online and then offline to represent the real situation. Academic institutions and private companies adopt blended instruction due to its flexibility over time and place (Lim et al., n.d.). The researchers also added that blended education effectively overcomes the limitations of online learning and promotes increased learning outcomes. However, some studies discussed the strengths and weaknesses of technology in education (Sadhegi, 2019; Zounek & Sudicky, 2013; Fedynich, n.d). Teachers are required to possess ICT skills to integrate technology into teaching. Also, students' ICT capabilities matter when learning online and using different technological tools. Zounek and Sudicky (2013) argue students may lack adequate knowledge and skills in using technologies to improve their learning. Besides, the researchers added that another challenge for the effective implementation of e-learning is insufficient teachers' knowledge and skills to use technology in education. Despite ICT knowledge and skills, Sadeghi, (2019) argues that online learning leads to a lack of social interaction as students do not attend traditional classes. The researcher claims learners may feel alone, and there are possibilities for them to face difficulties even staying in contact with instructors. Similarly, Zounek and Sudicky (2013) pointed out that a virtual environment could make students feel isolated or abandoned. Online learning requires students to learn at their own pace. There could be many supports and guidelines for students, but they must still be able to work independently to a certain extent in a virtual environment. Here, face-to-face or traditional teaching seems to outweigh the online approach. Thus, another significant disadvantage of online learning is the lack of instructor face time (Fedynich, n.d.). When teachers and students meet face to face, study-related issues can be clarified immediately. It is also the time for students to clear doubts regarding homework, assignments and other tasks given by the teacher. At the same time, the teachers will also be able to monitor every student in class accordingly based on their experience managing students. However, this can be challenging in a virtual environment as teachers rarely meet students. In line with this, Zounek et al., (2013) claim some students need firm and thorough teacher supervision to show learning progress in a virtual environment. Besides, the study also pointed out students who are not motivated and possess poor learning habits may not be productive and attain poor results. Thus,

virtual learning may not be suitable for some students (Fedynich, n.d). Nevertheless, many studies highlighted the advantages of using technology in education (Sadhegi, 2019; Raja & Nagasubramani, 2018; Budhwar, 2017; Zounek & Sudicky, 2013;). One of the main benefits of technology in education is enhanced innovative teaching (Raja & Nagasubramani, 2018; Budhwar, 2017). The researchers claim students are more excited to learn when technology is integrated into teaching. Most importantly, with the aid of technology, instructors can easily practice a student-centred approach compared to a teacher-centred system. Next, study materials are easily shared and accessed when technology is used for teaching and learning (Sadhegi, 2019; Budhwar, 2017; Zounek & Sudicky, 2013). Teachers can upload study materials on learning platforms, and students can access the materials anytime, anywhere. Budhwar, (2017) also stated that technology leads to continuous learning as students can learn anytime, anywhere. With the profound availability of smartphones, desktops, laptops and tablets, learning anywhere has become very practical. These devices play a significant role in keeping teachers and students engaged with study materials. Thus, the students and the teachers can make the most of technology's opportunities for effective teaching and learning. In brief, it can be seen that technology is demanded as a source of motivation for students to work independently and enhances skills and cognitive characteristics (Stošić, 2015). In other words, though there is no substitute for face-to-face instruction, technology can be a tool to enhance teaching and learning. As discussed, it is essential to the learning process in many ways. Many studies summarised that technology in education is crucial to improve student learning.

ICT for Education

ICT has a significant impact on the shift change and the management of education systems worldwide. Awang et al., (n.d.) asserted that ICT is effective in education in developed countries, including Malaysia, but it is still in the foundation phase. Technological development is dynamic and futuristic based on the Malaysian Education Blueprint (2013-2025), launched by former education minister Tan Sri Muhyiddin Yassin. Its contribution to Malaysia's education system is undeniable. He said the Ministry of Education (MOE) intends to increase ICT usage among students and teachers. In conjunction, every student should access quality education and technologies that shape and progress the world today (MOE, 2020). Binti Kamarulzaman & Hashim, (n.d.) specified that due to the high importance given by the Malaysian government to the educational sector, Malaysia is fast growing and has been achieving success. The study also pointed out that many policies were introduced to utilize ICT in education, such as the innovative school project, the education development plan for 2006-2010, and the Malaysian education development plan for 2013 -2015. The Ministry of Education (MOE) initiated broadband connectivity to all schools before implementing 1 BestariNet under education technology. Initially, most of the schools were provided with 1 Mbps broadband connectivity. However, it was brought to my attention that low-level broadband connectivity was not ideal for technology-driven teaching and learning. Hence the need for better broadband Internet connectivity to leverage education and learning through ICT was identified. Then during the implementation of a national programme by MOE to connect all schools with fast Internet access, Yes Connectivity was introduced by Celcom in 2019. Providing all schools in urban and rural areas with high-speed Internet facilities narrowed the digital divide. It addressed access to digital services and equity in educational opportunities between rural and urban schools. Giving importance to ICT in education, MOE has emphasized Virtual Learning Environment (VLE) over the last decade. VLE is defined as a web-based communication platform that permits various educational activities. It is a known web-based communication platform that allows students, without limitation of time and space, to access different learning tools, such as program information, course content, teacher assistance, discussion board, and document sharing systems, and learning resources. Universities, training

centres, and schools adopt VLE, or E-learning or Learning Management System, to perform online learning (Mueller & Strohmeier, 2011, as cited in Awang et al., (n.d.). Shen et al. (2017) reported that a virtual learning environment has enhanced teaching and learning in Malaysian public schools since 2012. ICT is emphasized and recognized as a crucial agenda in the Malaysian Education Blueprint 2013-2025 (Awang et al., n.d.). Shen et al. (2017) argue that E-learning systems or virtual learning environments (VLE) are rapidly becoming integral to the teaching and learning process. VLE is an integrated course delivery system that provides an environment for delivery and assessment for the students studying via the web. Furthermore, it enables improvements in communication efficiency, both between students and teachers and among students. In addition, VLE also can be defined as a web-based communication platform that allows students, without limitation of time and space, to access different learning tools, such as program information, course content, teacher assistance, discussion board, document sharing systems and learning resources. Shen et al. (2018) argue that using web-based learning systems through technology has an outstanding contribution to education development globally. Shen et al. (2017) reported that VLE has enhanced teaching and learning in Malaysian public schools since 2012. Among the various types of VLE Malaysian government chose Frog VLE as it was considered the most advanced learning platform compared to others (MOE, 2012). Implementing Frog VLE through the 1BestariNet project was to improve the previous version School Net service Awang et al., (n.d.). Even though Frog VLE was an excellent platform to support online education in secondary and primary schools, teachers still play an essential role in teaching and learning. Therefore, blended learning becomes a crucial alternative, combining conventional class-based learning with technology-based learning environments. In other words, blended learning refers to the combination of online and face-to-face approaches. In July 2019, the Malaysian government introduced the Google Classroom application in Education System to replace the VLE Frog application, which involved 10000 schools nationwide with more than 5 million students, 4.5 million parents, and 500000 teachers (MOE, 2019). VLE Frog Application was replaced due to various complaints, such as internet installation delays and poor broadband access, highlighted in the Auditor-General's report and public accounts committee (MOE, 2019). Google Classroom is one of the popular VLE applications in Malaysia because this tool offers many exciting facilities and applications. It has the potential for teaching and learning because of its unique built-in functions that provide pedagogical and social technological affordance. In addition, the Google Classroom application is a new Google app for education introduced in 2014 globally. However, considering the effectiveness of using Google Classroom (GC), MOE encouraged teachers to use Google Classroom for teaching and learning. Iftakhar, (n.d.) highlighted Google Classroom as one of the best platforms to enhance teachers' workflow. In addition, this VLE application facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with others actively (Sepyanda & Universitas Mahaputra Muhammad Yamin Solok, 2018). Sepyanda & Universitas Mahaputra Muhammad Yamin Solok (2018) pointed out that Google Classroom is effective as teachers easily create and deliver paperless assignments. Also, students can easily submit and revise lessons and check their scores given by teachers.

Google Classroom and the benefit of Google Classroom

Google Apps launched in 2014, which is free for teachers and students. In addition, Google Classroom is a popular application with many exciting features. It has become an effective learning management system in schools and higher education institutes. This application can potentially teach and learn because of its unique built-in functions that offer pedagogical, social and technological affordance (MOE, 2019). Previous studies revealed many benefits of Google Classroom. Google Classroom is reviewed quickly and conveniently. According to Alim et al.

(2019), there is neither installation nor registration for Google Classroom. Thus, the setup process is fast and convenient. Besides, Google Classroom is considered time-saving (Alim et al., 2019; Iftakhar, n.d.). Since every function, such as the sharing of documents, slides and spreadsheets, plus grading and feedback methods, are simplified. Thus, both teachers and students save time. In addition, Google Classroom also offers document storage. (Ketut Sudarsana et al., 2019; Iftakhar, n.d.) . Teachers and students need not worry about storage as Google Classroom provides a cloud-based platform. Hence, this centralized data storage solves issues such as missing documents. Another advantage is Google Classroom is proven effective in improving cooperation and communication (Tran, n.d.; Alim et al., 2019; Ketut Sudarsana et al., 2019). Google Classroom can be used as the primary communication platform between teachers and students. Besides online teaching and discussion, the teacher also uses this platform to send notifications to students. Therefore, Google Classroom increases students' learning experience in many ways. This platform offers students to participate easily. For instance, students can participate in discussions, give feedback, or post comments. This enhances their communication and collaborative skills. A study conducted by Zakaria et al. (2020) in Malaysia examined the use of Google Classroom among learners in higher institutions. The study revealed that Google Classroom is highly beneficial for assignment facilitation and provides a structured approach to class management. By organizing materials based on codes, subjects, and classrooms, the management of classes has become more organized and systematic. Consequently, learners find it convenient to access and refer to the materials as they are well-structured within Google Classroom. Google Classroom offers the convenience of real-time question-and-answer interactions, as well as the ability to schedule posts in advance. Being a web-based learning platform, Google Classroom can be accessed anytime without limitations (Heggart & Yoo, 2018). This accessibility has enhanced the learning experience for tertiary-level learners in Australian higher institutions, allowing them to express their ideas comfortably (Heggart & Yoo, 2018). Ultimately, this leads to an improvement in the quality of learning, as learners have the confidence that their ideas are visible within an online community. However, despite the numerous advantages of using Google Classroom, learners also face various challenges in adopting this platform, as highlighted in previous studies.

2. Method

This literature review aims to examine the effectiveness of Google Classroom in improving English learning. The methodology chosen for this study involves a systematic search for relevant literature from various databases and search engines, including Google Scholar, Scopus and Web of Science. The investigation used keywords such as Google Classroom, language learning, effectiveness and English. The selected papers were reviewed using a systematic approach, reading the Abstract, Introduction, Methodology, Findings, and Conclusion sections to identify key findings and issues related to the effectiveness of Google Classroom in learning the English language. Key conclusions and themes were then synthesised and analysed to provide an overview of the current research on the effectiveness of Google Classroom in English among students. The analysis also looked at the factors that affect the effectiveness of Google Classroom, such as teachers' technological literacy, adequate technical support, and students' access to devices and the internet focused on peer-reviewed journal articles published in English. Additionally, the study did not include a quantitative analysis of the literature that could provide more robust evidence of Google Classroom's effectiveness in learning English. Overall, this literature review provides a comprehensive overview of the effectiveness of Google Classroom in learning English and emphasizes the

need for further research to identify best practices for successfully implementing Google Classroom in language learning.

3. Findings and Discussion

The effectiveness of Google Classroom in enhancing English language learning has been the subject of several studies. This literature review synthesises previous research findings on using Google Classroom in language learning and its effectiveness. The key results and themes are discussed below.

Google Classroom and students' achievement

Technology has proven to be a valuable commodity in education, revolutionizing how students learn and teachers teach. Google Classroom, a web-based learning management system, is gaining popularity in educational institutions worldwide. This article examines the effectiveness of using Google Classroom on student performance, focusing on its effectiveness in improving academic performance and promoting a conducive English learning environment. Google Classroom has a positive impact on student performance. (Manurung et al., 2021) found that the Google Classroom application had a positive effect on student learning activity during the COVID-19 pandemic. Abd. Syakur et al. 2020 found that using Google Classroom in blended learning improved student performance in English courses. Google Classroom offers functionality that enables users to share materials. In a study conducted by Beaumont (2018) in the United Kingdom, it was discovered that this feature of sharing materials in Google Classroom fosters a sense of collaboration within the class community. This web-based platform is easily accessible and can be navigated using laptops and smartphones. Additionally, it provides opportunities for collaborative work through other free Google features such as documents, slides, and calendars. Google Classroom has evolved into a powerful educational tool that positively impacts student performance through improved engagement, personalised learning, timely feedback, and collaborative opportunities. Leveraging the capabilities of Google Classroom, teachers can create an inclusive and dynamic learning environment that meets the diverse needs of students. As technology continues to evolve, Google Classroom remains a valuable resource for fostering academic success and fostering a passion for learning in students. Overall, this work suggests that using Google Classroom can be a powerful tool for improving student performance.

Students' Perceptions of Using Google Classroom

Students generally have a positive attitude towards using Google Classroom for educational purposes. Ogebo and Adegoke (2021) found that students in Rwanda had positive experiences using Google Classroom, including instant feedback, accessibility, ease of use, collaboration, and effective communication. However, students also faced challenges such as poor internet connection and insufficient education. Idoghor and Oluwayimika (2022) found that students in Nigeria found Google Classroom helpful for organizing assignments, promoting communication, and engaging in online learning. Fatmahanik (2021) found that students in Indonesia found Google Classroom easy to use and effective for learning math but faced obstacles such as unstable networks and quota limitations. Student perceptions of Google Classroom are critical to understanding the impact and effectiveness of the platform as a learning management system. The positive feedback on ease of use, accessibility, organizational benefits, opportunities for collaborative learning, and improved communication with teachers underscores the platform's ability to create a conducive and engaging learning environment. By considering students' perspectives, educators can continue to leverage Google

Classroom's capabilities to maximize their benefits and continuously improve the digital learning experience.

Teachers' Perceptions of Using Google Classroom

Teachers have different views on using Google Classroom. Abid Azhar and Iqbal (u.d) found that teachers perceived Google Classroom as a facilitating tool for document and essential classroom management, with little impact on teaching methods. Harjanto and Sumarni (2019) found that teachers found Google Classroom helpful for managing student assignments, organizing the classroom, and considering student interaction. They needed to maximize other features of Google Classroom. Septa Angraini and Amri (2021) found that 71% of teachers perceived using Google Classroom as an online learning platform positively. Martin (n.d.) concluded that using Google Classroom helped educators can help create learning environments that are characterized by organization, accessibility, mobility and 21st-century learning skills. Still, gaps remain between the possibilities of e-learning and the training of teachers to use it and their teaching practices within a technological mainstream to develop that goes beyond positivism about its value. Teacher perceptions of Google Classroom usage are critical to understanding its impact and optimizing its use in an educational context. This paper review comprehensively analyses existing research and insights into teachers' experiences, attitudes, and feedback on Google Classroom. By gaining a deeper understanding of how teachers perceive this platform, education stakeholders can better support teachers using its features to improve classroom practices, boost student engagement, and enhance learning outcomes. Azhar (2018) focused on the teacher's perspective of Google Classroom, viewing it primarily as a facilitation tool for tasks such as document uploads and announcements. However, teachers still perceive this application as ineffective due to its lack of user-friendliness. Another study by Iftakhar (2016) at Daffodil International University examined the perceptions of both teachers and students regarding the use of Google Classroom. Generally, teachers use Google Classroom because it is required by the university. The implementation of Google Classroom facilitates better interaction between teachers and students. In general, teachers express satisfaction with Google Classroom as it contributes positively to student progress. However, there are certain considerations to keep in mind when incorporating this platform. Given that students have access to technology, there is a tendency for them to be distracted by unrelated sources. For instance, students may engage in playing online games, accessing social media, or chatting through online applications. These distractions hinder their ability to concentrate on assigned tasks. This finding is supported by Shonfeld and Mesihar-Tal (2017), who suggest that a paperless classroom provides opportunities for students to become distracted by popup messages, games, and online communication. Therefore, it is crucial for teachers to establish rules and agreements regarding acceptable behavior during learning sessions. For some teachers, navigating technology has its challenges. They find it difficult to explore unfamiliar tools and features. Although Google Classroom offers numerous beneficial features, teachers often feel that they have not fully utilized them to their maximum potential. It is necessary for teachers to invest time in exploring all the available features and familiarize themselves with the platform before introducing it to students.

Features of Google Classroom

Google Classroom is a web-based platform that provides a collaborative tool for creating virtual classrooms, publishing assignments, organizing folders, and viewing documents in real-time. It is a free service that librarians, educators, and students can use to streamline the delivery of materials and deliver information literacy classes (Izenstark & Leahy, 2015). It can improve students' writing skills, stimulate discussion, and provide feedback on resources

(Cristiano, 2019; Beaumont, 2018). Google Classroom can be an alternative to other learning management systems, e.g., Moodle, to give students a different perspective on learning and create a sense of community around improving academic practice (Beaumont, 2018). It can also create a blended approach for university-wide, independent academic skills development workshops (Beaumont, 2018). Google Classroom is easy to use, with an intuitive and accessible interface for staff and students (Beaumont, 2018). Understanding the features of Google Classroom is essential to using this platform effectively in education. There are two methods for signing into Google Classroom. The first option involves the teacher starting with the Google Classroom website, classroom.google.com, and entering their email address and password (Keeler & Miller, 2016). The second option allows the teacher to open their Gmail account, automatically providing access to Google Classroom through the provided menu (Ginanjari, n.d.). Once the teacher has successfully signed in, they are given two choices: joining an existing class or creating a new one. This review comprehensively analyses existing research and insights into the communication, assignment management, collaboration, integration, accessibility, and mobile capabilities of Google Classroom. By gaining a deeper understanding of these features, educators can optimize their use, reap their benefits, and address any challenges or limitations that may arise, ultimately improving the digital learning experience for educators and students.

Language Learning Using Google Classroom

Google Classroom can be an effective language-learning tool. Triana et al. (2021) found that students rated the use of Google Classroom for English learning positively as they found it easy to use and helpful in storing and retrieving assignments. Rozak and Istanti (2018) found that Google Classroom can facilitate the learning process for both students and teachers in Arabic classes. Heggart and Yoo (2018) developed a framework to assess the use of online platforms in higher education, including Google Classroom, and found that it can increase student participation and learning. Marisa et al. (n.d.) found that teaching and learning English with Google Classroom during the Covid-19 pandemic had advantages such as easy access and flexible time. Still, some students did not have the necessary facilities, and the communication function was not always supportive. Overall, the papers suggest that Google Classroom can be a helpful tool for language learning, but its effectiveness may depend on user experience and technology access.

Google Classroom is user-friendly application

Google Classroom is an easy-to-use e-learning application. Harefa, (2020) found that the Google Classroom application was helpful for students in the Building Engineering Education major. Nisail Jannah and Sobandi (2020) measured Google Classroom's usability using the USE questionnaire method and found it easy to use, learn, and use as an e-learning medium. Zulkifli and Kassim (2021) studied Malaysian university students' attitudes toward Google Classroom as an LMS and found that participants found it user-friendly, valuable, and worthwhile. Izenstark and Leahy (2015) found that implementing the Google Classroom-based learning model in a healthcare vocational school was successful. Factors that favored its use included easy access to the Internet, the ability to load various images and videos, easy monitoring of student assignments, transparency of grades, regulatory language, and saving on paper consumption. Overall, the posts suggest that Google Classroom is an easy-to-use application for e-learning.

Challenges of using the Google Classroom application

Using Google Classroom comes with both benefits and challenges. Heggart and Yoo(2018) found that Google Classroom increased student engagement and learning but raised concerns about speed and user experience. Sukmawati and Nensia (2019) Found that Google Classroom can make it easier for teachers to conduct learning activities and enable students to learn outside the classroom. However, the study was limited to examining the role of Google Classroom in English language teaching. Zakaria et al. (2021) found that Google Classroom offers benefits such as outcome and process satisfaction, ease of use, and paperless learning but also presents challenges such as attitude, student engagement, and facilitating conditions. Shak et al. (2022) found that students find Google Classroom useful, flexible, and accessible but also face challenges such as device and connection issues and the inability to get instant feedback. According to Blackmon (2017), learners faced difficulties using Google Classroom primarily because they lacked face-to-face interaction with their classmates. The absence of direct guidance from an educator made it particularly challenging for them to understand the course, especially in the initial stages. One of the most significant challenges learners encountered was the delayed or nonexistent response from the educator, which left them uncertain about whether their work met expectations. Learners, particularly those new to it, encounter challenges in becoming acquainted with the interface of Google Classroom. Some are unaware of the various features this web-based platform offers that could benefit them. As a result, additional time is necessary for learners to explore and become familiar with the interface of Google Classroom (Iftakar, 2016). This was attributed to Google Classroom lacking built-in features for analyzing individual learners' contributions or providing comprehensive insights into each learner's contributions. Overall, the papers suggest that while Google Classroom offers potential benefits for teaching and learning, challenges must be addressed to optimize its use.

4. Conclusion

In conclusion, this literature review has explored the effectiveness of using Google Classroom in learning English. The use of Google Classroom has become increasingly popular in recent years due to its user-friendly interface and a wide range of features that enhance online learning. This review has examined several studies investigating the effectiveness of using Google Classroom in English language learning, and the results have been largely positive. The studies reviewed in this article have shown that using Google Classroom can enhance the learning experience for both teachers and students. It provides a communication, collaboration, and feedback platform essential for language learning.

Additionally, Google Classroom allows for integrating various tools and resources, such as videos, images, and interactive activities, making the learning process more engaging and interactive. However, it is essential to note that the effectiveness of using Google Classroom may vary depending on various factors such as the teaching approach, the level of language proficiency, and the learners' cultural background. Furthermore, the success of using Google Classroom in English language learning may also depend on the learners' technical proficiency level and the availability of reliable internet connections. In conclusion, this literature review has demonstrated that using Google Classroom can be an effective tool in English language learning. Future research can further explore the effectiveness of Google Classroom in different contexts and examine its impact on learners' motivation, engagement, and achievement. Overall, the use of Google Classroom has the potential to revolutionize the way we teach and learn English.

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