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**UTILIZING GOOGLE CLASSROOM TO PROMOTE STUDENTS'
ENGLISH LANGUAGE SKILLS: A SYSTEMATIC REVIEW**

SKRIPSI

Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of Sarjana Pendidikan in English Language Education



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2. This Skripsi totally independent of my work and not the result of plagiarism from the work of others
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MOTTO AND DEDICATION

Motto:

“When life gets you down, do you wanna know what you’ve gotta do?

Just keep swimming!”

(Dory, Finding Nemo)

Dedication:

- My parents ¹ who always support and pray for me.
- My friends who are always there when I need them.

ABSTRACT

SUCI RAMADHANI: Utilizing Google Classroom to Promote Students' English Skills: A Systematic Review, Skripsi, English Language Education, FKIP UN PGRI Kediri, 2022.

Keywords: Online Learning, Google Classroom, English Skills

This research was based on the results of the analysis of observations and experiences of the researcher, that 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 problems of this research are (1) How does the implementation of Google Classroom to teach English? (2) How does Google Classroom could promote students' English language skills?

This study used a qualitative approach with a systematic review method. There were ten from twenty journals have been selected by hand searching based on inclusion-exclusion criteria and fulfilled the criteria from two journals. This research utilized internet searching to search the journals. 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 helpful, useful, easy to use, and enjoyable tool for students to improve their English skills.

ACKNOWLEDGEMENT

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher was able to finish this skripsi as a partial fulfilment of a requirements for the Sarjana Degree well.

This skripsi entitled "Utilizing Google Classroom to Promote Students' English Language Skills: A Systematic Review". The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion to make it better.

Therefore, she would like to express her gratitude to:

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SUCI RAMADHANI

18.1.01.08.0004

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23 CHAPTER I

INTRODUCTION

This chapter provides general descriptions of the research. Subsequently, background of the research, scope of the research, research questions, objectives of the research, significance of the research, and definition of key terms will be presented.

A. Background of the Research

English has become one of the essential languages in the world because of its position as an international language. This makes English essential to learn because English is one of the keys to success in getting opportunities in education and better jobs, especially in a globalized world with rapid technological advances. Based on this, English as a foreign language in Indonesia has been implemented in the teaching and learning process for all levels of education.

Ideally, students are required to master English in written and oral form. 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 (Syarif, Izuddin, 2012 in 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. There are many platforms used in

21st-century learning to facilitate English learning to make it easier for teachers and students in the teaching and learning process, one of which is Google Classroom.

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. In other words, Google Classroom is able to facilitate students' English skills, so Google Classroom is a suitable platform to use as an innovative medium to encourage students to practice listening, speaking, reading, and writing skills and can meet the needs of students and teachers to interact efficiently in online learning.

A previous study about Google Classroom in educational service conducted by Ríos-Lozada et al. (2022) explained that Google Classroom is the most used in the educational field. The second previous study about the effects, strengths, and challenges of Google Classroom in the online learning process conducted by Sari et al. (2022) agrees that Google Classroom was the ease of accessing learning content, ease of learning content management, and ease of interaction. In addition to being easy to use, Google Classroom can also improve students' skill abilities. This is supported by previous studies conducted by Okmawati (2020). Findings reveal that using Google Classroom is very practical and helpful in improving students' skill abilities. The last previous study about the use of Google Classroom in the English teaching and learning process by Nursyahrina et al. (2021) showed many benefits of using Google Classroom in education implementation in Indonesia include improving teachers' and students' ability to use technology wisely, especially for learning processes, saving time, being environmentally conscious, overcoming the distance of residence, increasing collaboration among students, providing timeless communication, and serving as secure document storage.

From those previous studies, the researcher tries to improve the research about utilizing a digital platform, Google Classroom to promote students' English language skills. The research focuses on implementing the platform Google Classroom used by the teacher as a media to teach English in 21st-century learning. Those previous studies give much input in conducting

the research because they have the same topic so that the researcher can improve the research ¹¹⁸ about the use of Google Classroom in 21st-century learning, especially to promote four English language skills.

⁵ Therefore, this research aims to study the use of Google Classroom to promote students in learning English. This research is conducted with the hope that teachers can further increase creativity in using the platform as learning media for students to utilize existing technology to promote English learning in 21st-century education.

B. Scope of the Research

⁴⁴ This study will focus on the implementation of Google Classroom platform used by teachers as media to teach four skills in English Language 21st century learning.

C. Research Questions

¹ Based on the background stated above, the research questions are indicated as:

1. How does the implementation of Google Classroom to teach English?
2. How does Google Classroom could promote students' English language skills?

D. Objectives of the Research

Based on the research questions above, the objectives of this study are:

1. To describe the implementation of Google Classroom to teach English.
2. To find out how Google Classroom could promote students' English language skills.

E. Significance of the Research

The researcher expected the result of this study can give significances as follow:

1. For the learners:

It is hoped that students can implement the Google Classroom platforms as part of learning English online 21st century learning and gain knowledge and experience on how to use it.

2. For the teachers:

Hopefully it can be used as input for teachers in implementing the Google Classroom platforms as alternative media for teaching English 21st century learning.

3. For the researchers:

Hopefully the results of this study can be useful as a reference for further research with the same field.

F. Definition of Key Terms

The operational definitions in this study are described to avoid misunderstanding the intended title, with several terms referred to as follows:

1. Online Learning

Online learning refers to distance learning that utilizes technology as well as the internet. Online learning uses the platform as a medium for the teaching and learning process. Platform is a device that facilitates the exchange of information. Therefore the platform can facilitate the world of education in online learning. The platform used here refers to Google Classroom.

2. Google Classroom

Google Classroom is defined as a free platform developed by Google that have functions as an online teaching and learning tool. Anyone who has a Google account can connect to Google Classroom, making it easier for teachers and students to stay connected both inside and outside the classroom. By using Google Classroom, teachers can create online classes and invite students to join the class, provide information related to the teaching and learning process, share teaching materials in the form of documents and videos, give assignments and schedule assignments.

3. English Language Skills

English language skills are skills that must be mastered in order to easily master English. ²⁶ There are four skills in English, namely listening, speaking, reading, and writing. The four skills are divided into two, namely receptive skills and productive skills. Receptive skills are skills that involve us being able to receive messages in the form of spoken or written language, while productive skills are skills that involve us in the production of messages both orally and in writing. In this case, those ⁶⁹ included in the receptive skills are reading and listening, while those included in the productive skills are writing and speaking. In this study, the term of English language skills are refers to the four skills in English.

3 CHAPTER II

REVIEW OF RELATED THEORIES

This chapter presents and discusses the previews of related theories to support this research. This chapter will present the literature review of online learning, online learning platform, Google Classroom and English skills. This chapter will also discuss about previous research and conceptual framework.

88 A. Literature Review

1. Online Learning

a. Definition of 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. Meanwhile, Ferdousi (2009) stated that E-Learning can connect teachers and students in interactive forums. According to Dabbagh & Bannan-Ritland (2005), there are several characteristics of online learning characteristics, namely:

- Constructivism
- Social interactions
- Inclusive community of learners
- Computer-based Learning
- Digital classroom
- Interactivity
- Independence
- Accessibility
- Enrichment

Based on the explanations above, the researcher could draw the conclusion that online learning or E-Learning is learning that uses technology, especially internet-based technology to support the learning process that can be done anywhere and anytime so that it can make it easier for teachers and students.

b. Advantages of E-Learning (Online Learning)

According to Tjokro (2013: 187), there are several advantages in implementing E-Learning as follows:

- a) Easier to absorb, it means that in the learning process, E-Learning uses multimedia elements in the form of images, text, sound, animation and video.
- b) Much more cost-effective, it means that E-Learning does not require an instructor and does not have a requirement for the

number of audiences; E-Learning can also be done anywhere and anytime.

- c) Much more concise, it means that in E-Learning there are not many formalities included, the learning that is carried out goes directly to the core of the subject according to the needs of students.

- d) Available 24 hours per day, it means that mastery of the material depends on the interest and understanding of students which can later be monitored and tested using e-test.

It can be concluded that some of the advantages of using E-Learning are that it is easy to use to support the learning process, can be done anywhere and anytime without requiring an instructor, learning is carried out according to student needs, and encourages students to have an interest in understanding the material independently.

c. Disadvantages of E-Learning (Online Learning)

In addition to advantages, E-Learning also has disadvantages. Following are the disadvantages of implementing E-Learning according to Nursalam & Efendi (2008: 140):

- a) Lack of interaction between teachers and students or between students and other students in the learning process.

- b) This tendency can make the academic and social aspects neglected, but make an extension to the business and corporate aspects.
- c) The teaching and learning process does not look like education, but looks like training.
- d) Teachers' roles have shifted from mastering traditional learning techniques to mastering learning techniques utilizing ICT (information, communication, technology). There are places where internet facilities are not available.
- e) Not everyone understands how to use the internet.
- f) Not everyone has the knowledge to master computers.
- g) Inadequate equipment prevents students from accessing pictures, videos, and graphics.
- h) Guidance and feature questions are required because the quality and correctness of the material varies.
- i) Students will feel isolated.

It can be concluded that E-Learning also has many disadvantages, including reducing the interaction between teachers and students, teachers must be required to master technology for a good teaching and learning process, limited facilities and internet networks, and students who feel isolated.

2. Online Learning Platform

a. Definition of 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.

From the explanation above, it can be concluded that online learning platform is a software program that uses electronic technology to connect teachers and students in an explicit teaching and learning.

b. The Use of Online Learning Platform in Language Learning

Online learning platforms are technologies that support inquiry-based learning and independent learning because online learning platforms facilitate interaction between teachers and students even though they are not in the same room. The increasing use of technology, especially during this pandemic era, is widely applied in language learning. 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., n.d.) (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.

It can be conclude that online learning platform can be used for language learning. Implementing online learning platforms in language learning can help students in learning the four skills namely reading, listening, writing, and speaking.

3. Google Classroom

a. Introduction to Google Classroom

Google Classroom is an online learning platform that allows teachers and students to collaborate. According to Nagale (2017), teachers can take advantage of Google Classroom to provide student-centered learning, easy to remember, and allow students to collaborate. Teachers can facilitate and take advantage of new posts to allow participants to chat and discuss topics covered in class. Google Classroom makes it easy for teachers and students to still be able to interact with each other even in distance learning. This is in accordance with what was stated by Gunawan & Sunarman (2018) that Google Classroom is intended to help teachers save time, manage classes, and improve communication with students.

Google Classroom allows teachers to create online classrooms that can be used to assign assignments, submit assignments, and grade assignments in person. In addition, Google Classroom connected to Google Drive allows students to create and use spreadsheets and presentations on an individual, collaborative, and group basis. As stated by Negara (2018) that Google Classroom is a platform developed by Google to assist teachers in compiling, creating, and assessing student assignments through the use of automatic and paperless document storage.

From explanation above, it can be conclude that Google Classroom refers to learning using technology that makes it easy for teachers and students to stay connected even in distance learning by using convenient document storage without the need to use paper.

b. The Benefits of Google Classroom

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 for 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).

Based on the statements, Google Classroom is an easy-to-use online learning platform because it integrates email and documents to connect to storage. Teachers can upload files in the form of documents, photos, and videos to support learning, and students can discuss and ask questions with teachers and fellow students.

c. Google Classroom Features

The features found in Google Classroom are as follows:

- 1) Single View for student assignments (Fitriningtiyas & Umamah, n.d. 2019)

Google Classroom has a feature to display all student work and progress of assignments that students can see. In addition, students can also see assignments that have been graded and submitted to students.

- 2) Class arrangement

This feature allows teachers to be able to set a daily schedule of activities based on predetermined criteria.

3) Decimal grading

This feature can assist teachers in grading so that teachers do not need to conduct grading manually.

4) Transfer of class ownership

With this feature, teachers can transfer class ownership in their Google Classroom without the need to create a new class. The teacher only makes the person who wants to transfer ownership of the class become the teacher in the class.

5) New class integration

Teachers and other apps like Quizizz, Edcite and Code.org can be integrated easily using the New Class Integration feature.

6) Code display class

The teacher can display the class code in full screen so that students can join the class easily.

7) Sending the Google Form quiz score to class

If the teacher creates a quiz using Google Forms, then the teacher can real-time grade students and import them into Google Classroom so students can see their grades.

8) Putting a profile picture

Teachers and students can change the profile picture according to their needs so that the person can be recognized by the teacher and classmates.

Based on the explanation above, it can be concluded that Google Classroom is an online learning platform that has many features so that it can make it easier for teacher and students to do the distance learning. With these features, Google Classroom becomes an application that is widely used in online learning.

d. How to Use Google Classroom

There are several steps that must be taken to start using Google Classroom for both teachers and students. The steps are as follows:

1) For Teachers:

a) Installed the application

Google Classroom can be installed for free through the Play Store on your smartphone, then sign in using your Google account. If using a laptop, Google Classroom can be opened directly via the URL: classroom.google.com.

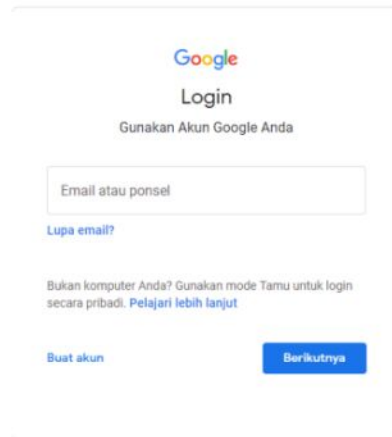


Figure 2.1 Sign in using pc

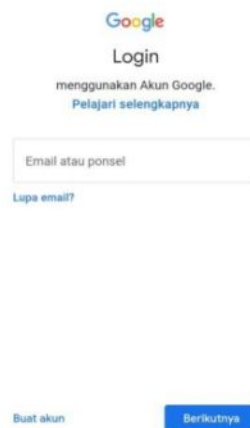


Figure 2.2 Sign in using smartphone

b) Create a class

To create a new class, click the plus sign (+) in the upper right corner, then select "create class". After that,

complete the information about the class that will be created such as the name of the class, section, room, and subject then click "create" in the upper right corner. If using a smartphone, the plus sign (+) to create a new class is in the lower right corner.

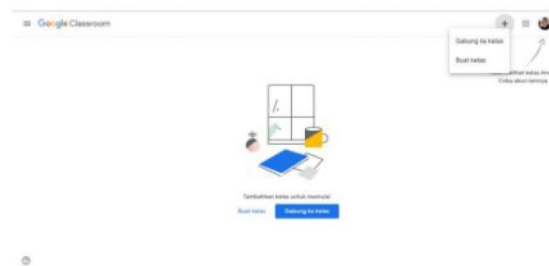


Figure 2.3 Create a class using pc

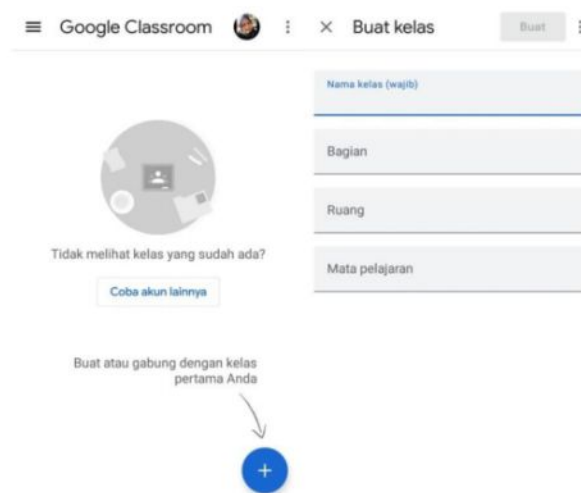


Figure 2.4 Create a class using smartphone

c. Add the students

To add students to the class, teachers can invite directly via email or share the code that has been provided by Google Classroom to invite students. The class code is on the left of the forum, but if using a smartphone, the class code can be seen in the settings.

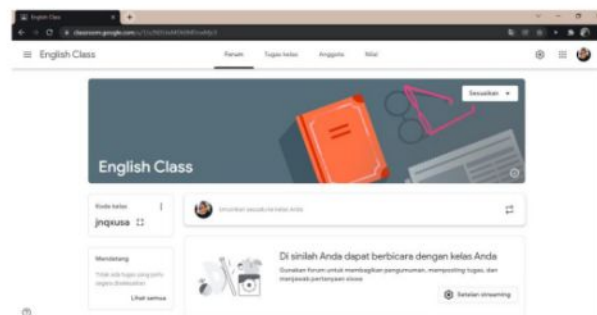


Figure 2.5 Code class in pc

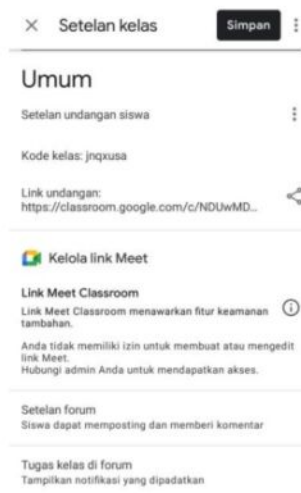


Figure 2.6 Code class in smartphone

2) For Students

a) Install the application

Just like the steps in using Google Classroom for teachers. First, students can install Google Classroom on the Play Store, then sign in using a Google account. If using a laptop, students can open it directly using the URL: classroom.google.com.

b) Join the class

To join a class in Google Classroom, students can click the plus sign (+) in the upper right corner and select "join class", if using a smartphone, the plus sign (+) is in the lower right corner. After that students can enter the invitation code and click "join". If the teacher sends a link to join, then students can simply click on the link to enter the class or students can check the incoming email to join the class.

Saat ini Anda login sebagai
Suci Ramadhani
suci91@gmail.com [Ganti akun](#)

Kode kelas
Mintalah kode kelas kepada pengajar, lalu masukkan kode di sini.

Untuk login menggunakan kode kelas

- Gunakan akun yang diberi otorisasi
- Gunakan kode kelas yang terdiri dari 5-7 huruf atau angka, tanpa spasi atau simbol

Jika Anda mengalami masalah saat bergabung ke kelas, buka [artikel Pusat Bantuan](#)

Figure 2.7 Input code class using pc



Figure 2.8 Input code class using smartphone

These steps show that using ⁴⁷ Google Classroom is very easy for both teachers and students. Teachers and students only need to have a Google account to be able to access Google Classroom. A Google Account connects Google Classroom ⁸ with other Google products such as Google Drive, Google Sheets, Google Docs and others.

e. **Google Classroom to Teach English**

Google Classroom has many ⁷⁷ features that can be used to support learning English, especially for listening, speaking, reading, and writing skills. Google Classroom can attach files to facilitate English skills for students such as audio and video for listening and speaking, as well as pdf and word documents for writing and reading. Google Classroom also has a feature that allows teachers to provide feedback to students. The feedback given by the teacher can be a step to correct their mistakes and hone their skills. This is in line with what Macleod (2021) states that

receiving individual feedback is the main benefit for students to improve student skills. In addition, Google Classroom can also be connected to Google Drive to store all student work so that students can see the development of their skills while learning English using Google Classroom.

In this case, it can be said that Google Classroom simplifies the work of teachers and students so that in teaching English using Google Classroom students are encouraged to improve their skills in stages. Teachers can also provide complete feedback during the learning process so that students can continue to correct mistakes and improve their English skills.

From the explanation above, it can be concluded that Google Classroom has many features which can assist teachers in providing feedback to students and can help students to continuously improve their English skills.

4. English Language Skills

There are four skills that must be learned in English, namely listening, speaking, reading, and writing. The four skills are interconnected with each other; therefore students are required to master the four skills. This is supported by Uma, J. C., & Ponnambala, (2001) who state that the students' communicative competence in the target language will be determined by their mastery of language skills.

a. Listening

1) Definition of listening

Listening is process understanding spoken language. According to Nunan (2003), listening is the process of completely decoding the sounds heard from phonemes to text. Brown (2000) suggests that learning to listen entails learning to respond and then continuing to respond to listening as a chain reaction. When people listen, their ears receive individual sounds such as letters, stress, rhythm, and pauses, and their brain converts these into messages that are meaningful to them.

According to Harmer (2007) "Listening skill is ability recognize paralinguistic clues such as intonation in order to understand mood, meaning, specific information and general understanding." Moreover, Richard & Renandya (2002:235) say "Listening skill could be acquired through exposure but not really taught." We can benefit from mastering listening skills not only in school but also in everyday communication.

Based on the statement above, it can be assumed that listening skill is the ability to capture sound in the form of letters or words and process it into a sentence or information that can be understood. To master listening skills, we don't have to rely on learning at school; we can learn it in the form of daily communication using English, watching English films, or through listening to songs.

2) Components of listening

Listening is the basis of the three skills in English because the initial stage in learning a language begins with listening and imitating how a word is pronounced correctly. Therefore, listening comprehension is needed. According to Chastain (1998), listening comprehension is divided into four components:

- a) The ability to distinguish between all sounds, intonation patterns, and voice qualities in the second language and the same sounds in the native language.
- b) A speaker's comprehension of the entire message.
- c) The ability to retain that message in auditory memory until it can be processed.
- d) To sample the material's important meaning-carrying components.

Because it is the basis of the three English skills, it is necessary to understand the components of listening in order to understand well what people are talking about.

b. Speaking

1) Definition of speaking

Speaking is one of the productive skills used to exchange information with one another. Meanwhile, Douglas & Frazier (2001) said that speaking is an interactive process of constructing meaning that

involves producing and receiving and processing information. It can be concluded that speaking is the ability to communicate directly with other people to be able to express their ideas and feelings. Speaking is also one of the most important English skills to learn and master because it is used to communicate in a large society. Nunan (1991: 39) also quoted that "To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in a language."

From the statement explained above, it can be concluded that speaking is one of the English skills that must be learned and mastered in order to communicate directly with other people.

2) Components of speaking

In speaking skill, there are components that will determine students' speaking skills and will influence students to become good speakers. According to Harris (1969) there are five components of language influence speaking ability, they are:

a) Pronunciation

Vowels, consonants, stress, and intonation patterns are all segmental features of pronunciation.

b) Grammar

Grammar is about arranging words and phrases according to grammatical rules so that they can form into correct sentences.

c) Vocabulary

Vocabulary is words that belong to a language that must be mastered in order to easily communicate and convey ideas to listeners.

⁴²
d) Fluency

Fluency is the ability to speak fluently and accurately. Fluency in speaking can be seen from there is not much pause to think in expressing the message.

e) Comprehension

Comprehension refers to the ability to understand the use of expressions and elements in spoken language to minimize errors in communication.

Learners must master these components in order to be able to convey an idea and communicate well.

²⁷
c. **Reading**

1) Definition of reading

Reading is the process of understanding the content of a written text. According to Nuttall (1996), reading is the result of an interaction between the writer's and the reader's minds. It is the method by which the reader attempts to understand the writer's message or intended meaning. During this process, the reader attempts to create the meanings intended by the writer, the message, and the writer's meaning sense.

According to Pang (2003:6), Understanding written texts are defined as reading. He claims that reading is comprised of two interconnected processes: word recognition and comprehension. Word recognition is the process of determining how written symbols correspond to spoken language, whereas comprehension is the process of determining the meaning of words, sentences, and linked text.

Reading can be defined as the introduction of written symbols with the intention of understanding the information and ideas written by the author. This means that when someone reads, he tries to get meaning and understand the messages of a written text.

2) Components of reading

In mastering reading skills, there is a process of reading comprehension. Reading comprehension is not just reading a text, but reading with the aim of getting a deep and thorough understanding of a text. Therefore, it is necessary to pay attention to the components in reading comprehension. According to Leu, Donald (1987: 30-38), there are six components of reading comprehension, they are:

a) Decoding knowledge

Decoding knowledge is about the readers are used to determine the oral equivalent of written word.

b) Vocabulary knowledge

Vocabulary knowledge is knowledge used to determine the exact meaning of a word in a particular context.

c) Discourse knowledge

Discourse knowledge is the understanding of language organization at levels higher than a single sentence. It entails understanding the structure and organization of various types of writing.

d) Reading aspect

Reading aspect includes the student's ability to benefit from initial reading instruction, including the ability to read and understand a particular selection.

e) Affective aspect

Affective aspect includes the attitudes and interests of readers to increase motivation and facilitate readers.

f) Syntactic knowledge

Syntactic knowledge is the ability to understand the rules of words present in a sentence and allows determining the grammatical function and often the meaning and pronunciation of words.

Components of reading allow the reader to understand the meaning of a text. Therefore, the readers will be able to understand a text perfectly if they understand the components of reading correctly.

¹² d. Writing

1) Definition of writing

Writing is the activity of arranging words into sentences. Bram (1995: 32) defines that producing or reproducing a written message organizing and formulating ideas on paper is an active process. Furthermore, ³⁰ Harmer (2004) defines writing is a method of producing language and ¹³ expressing thoughts, feelings, and opinions. Furthermore, he claims that writing is a process in which what people write is frequently heavily influenced by genre constraints, and that these elements must then be presented in learning activities.

¹¹ Douglas & Frazier (2001: 335) also defines Writing is defined as a written product of thinking, drafting, and revising that necessitates specialized knowledge of how to generate ideas, recognize them coherently, use discourse makers and rhetorical conventions to incorporate them cohesively into a written text, revise a text for clear meanings, and produce a final product.

¹⁰² It can be conclude that writing is the process of putting ideas on paper into a written product. Writing requires special skills so that the writing produces a final product with a clear meaning.

⁴³ 2) Components of writing

To make a good writing, it is necessary to pay attention to how to make ⁴³ the correct sentences. Therefore, to make good writing, it is

necessary to pay attention to the components in writing. According to Nurgiyantoro (2001: 306), there are some components of writing:

a) Organization

Organization refers to how students organize their idea. The organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.

b) Content

Content refers to the topic and its explanation which is included in the supporting information. In making content, it must be clear, specific, and relevant. Good content must meet criteria such as there is a lot of information, substantive make thesis development clear and relevant to the problem.

c) Grammar

In writing, grammar is one of the most important components to pay attention to. The use of grammar must be applied in all forms of sentence structure. By using good and correct grammar, the author will make his writing more communicative to read.

d) Vocabulary

Choosing the right words according to their function and mastering informing words is very important in writing.

e) Mechanic

Mechanic is about how to write paragraphs properly. Paragraph is a combination of spelling, punctuation, and sentences structure. If the use of punctuation and sentence structure is not done properly, then the writing will be difficult to understand.

By understanding the components of writing, the writer will make his writing better and more interesting.

B. Relevant Researches

There are some previous researches that are relevant to this study. The first study comes from Ríos-Lozada et al. (2022) about Google Classroom in educational service. This study aimed to analyze information regarding the use of the Google Classroom tool in the educational service during the period 2020-2021. The researcher adopted systematic review with quantitative methods. The data gained from 32 scientific articles. The results of this study showed that since 2020 the use of educational platforms has increased, with Google Classroom being the most used in the educational field.

The second study conducted by Sari et al. (2022) examined the effects, strengths, and challenges of Google Classroom in online learning process. The method was a systematic literature review. Data collection was carried out from seventeen journals published within the past ten years. The data were analyzed using Meta-analyzes. The findings of the study revealed that the implementation

of Google Classroom had been identified to affect students in forming higher order thinking skills, student satisfaction, and student engagement. The identified advantages of its use were paperless, ease of accessing learning content, ease of learning content management, and ease of interaction. Meanwhile, implementation challenges were identified in terms of internet connection, expert reference, feedback period, and stakeholder support.

The third study conducted by Okmawati (2020) about the use of Google Classroom during pandemic. The researcher applied library research method. Scientific books, research reports, scientific essays, regulations, encyclopedias, thesis and dissertations, and other written and digital sources were used to collect the data. The study found that using Google Classroom during the pandemic is very effective and useful for improving students' skill abilities, and discipline, and meeting the government's demand to continue the teaching-learning process. It is one way for schools and teachers to consider providing students with e-learning that can be appealing to students, while the process of teacher learning moves to virtual classes.

The last study conducted by Nursyahrina et al. (2021). The researcher investigated the use of Google Classroom in English teaching and learning process. The goal of this research was to describe how Google Classroom was used in the English teaching and learning process at the senior high school level. In this study, a literature-based method was used. The information was gathered from a book, internet postings, a journal, and other sources. The study's findings revealed that there are numerous benefits to using Google Classroom in

implementing education in Indonesia, including improving teachers' and students' ability to use technology wisely, particularly for learning processes, saving time, being environmentally conscious, overcoming distance of residence, increasing collaboration among students, providing timeless communication, and serving as secure document storage.

Based on the related studies above, the researcher is given a broad view of the platforms that can be used for online learning, especially on English language skills. One of the platforms that will be researched for use in teaching English is Google Classroom. The use of the Google Classroom platform can make the process of learning English easier and more interesting for students so that students will be more motivated in learning English, especially to hone their listening, speaking, writing and reading skills. By reviewing these studies, the researcher tries to explore further on the Google Classroom platform that can be used for online learning on listening, speaking, writing, and reading skills. The difference between previous research and this research is on the learning process and English skills. The focus of the researcher is on four English skills taught using the Google Classroom platform in 21st century learning.

C. Conceptual Framework

This section describes the relationship between the variables in this research which will discuss Google Classroom to promote students' English language skills and links the theories that have been discussed in the previous sub-sections. To make the conceptual framework clearer, it can be seen from the figure below:

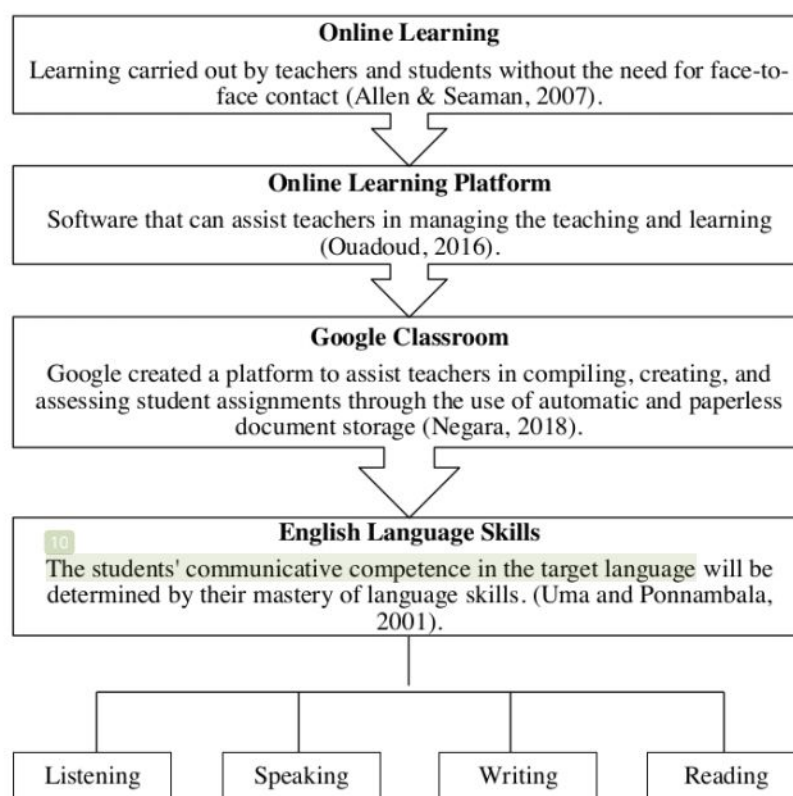


Figure 2.9 Conceptual Frameworks of the Research Theories

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Learning English includes four skills that must be mastered by students, namely listening, speaking, reading and writing. In these four skills, there are components that must be met by students in order to be categorized as having mastered English skills well. Therefore, it is not easy for students to master these four skills, but good and interesting teaching from the teacher and supported by technology will help students learn and improve their skills easily.

However, 21st century learning is closely related to technology. Technology-based learning can be done flexibly so that it can facilitate teachers and students in the teaching and learning process. Technology-based learning can be done anywhere and anytime using the right platform that can support students' English learning. One of the online learning platforms that can be used by teachers to teach is Google Classroom. Google Classroom is an online learning platform that supports teachers and students to stay connected during the online learning process anywhere and anytime. In addition, the features in Google Classroom also allow teachers to be able to teach English online because Google Classroom has features such as Google Drive, Google Docs, Google Calendar, and features to attach pdf, word, video, audio, video, and pictures to support learning and improve students' English skills.

CHAPTER III

RESEARCH METHODS

This chapter presents nine topics dealing with the research method. There are research approach, researcher role, research setting and time, research subject, data source, data collecting technique, research procedure, data analysis technique, and trustworthiness.

A. Research Approach

Research approach directs the researcher to obtain valid data and find the answers to the research problems. In this research, the researcher used a qualitative approach with a systematic review as the research method. A qualitative approach is a research that connects the state of society and tries to understand it with an in-depth explanation. As stated by Creswell (2009) that qualitative research is a means to explore and understand the meaning attached to individuals or groups of social or human problems.

A systematic review is performed to analyze what is already known from previous research about a phenomenon, subject, or topic in order to provide answers to questions about existing research that do not provide clear or complete answers Richter (2020). Therefore, the researcher used a qualitative approach with a systematic review method because the researcher wants to find a deep understanding of teaching English using the Google Classroom platform in 21st century learning.

B. The Role of the Researcher

One of the characteristics of qualitative research is that the researcher acts as both an instrument and a data collector. According to Sugiyono (2008), the instrument in qualitative research is the researcher himself. This means that in qualitative research, the researcher acts as a human instrument. It is said to be a human instrument because researchers as data collectors must be able to adapt and understand the situation in all its intricacies to obtain a comprehensive overview of the data being studied. In this research, the researcher has a role as a document analyzer.

C. Research Setting and Time

1. Setting of the research

To get valid data, the researcher must determine a suitable place to conduct the research. In this research, the researcher took the library research as a place to conduct the research which the researcher did not need to go directly to the field to see the facts that occurred. Through library research, the researcher can collect data from various literatures in scientific articles. The researcher chooses library research because the researcher can utilize all relevant information to develop research in a broader direction.

2. Time schedule of the research

This research began in November 2021. To determine how long the research was carried out, the researcher compiled a research schedule which can be seen in the table below:

Table 3.1 Time of the Research

No.	Activities	Month/Year			
		Nov- Jan/2022	Feb-Mar/ 2022	Apr-Mei/ 2022	Jun-Jul/ 2022
1	Preparation				
	a. Submission of title	✓			
	b. Designing skripsi	✓			
	c. Arranging research instrument	✓			
2	Implementation 1				
	a. Preparation		✓		
	b. Documentation		✓		
	c. Reflection		✓		
3	Implementation 2				
	a. Preparation			✓	
	b. Interview			✓	
	c. Reflection			✓	
4	Analyzing data			✓	
5	Writing the result				✓

D. Research Subject

Research subject refers to the person who is the target to collect the required information. As previously mentioned, this research uses a systematic review method. Therefore, the subject in this research was an article 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.

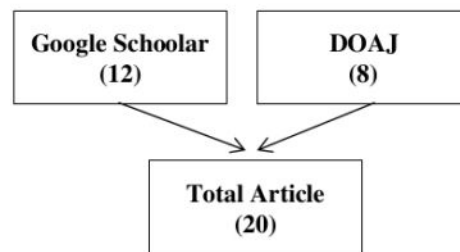


Figure 3.1 Articles Obtained from Digital Libraries

E. Data Sources

Data sources are very important in a research because researchers need sources to obtain available data. In other words, data sources are information obtained from people who are the subject of the research. According to Sugiyono (2013), if it viewed from the data sources, there are two sources that can be used to get the data. Those are primary source and secondary source. Sugiyono (2013) stated that a primary source is a data source that directly provides data to data collectors, whereas secondary sources do not provide data to data collectors. The researcher relied solely on articles for documentation in this study.

F. Data Collecting Technique

Data collecting techniques are techniques used to obtain research data from people who are the subject or source of the research. To obtain reliable data, researcher must perform several data collection techniques. In conducting a systematic review, researchers collect data by looking for previous studies to be studied. Therefore, several steps must be systematized sequentially and neatly. The aim is to make it easier for researchers to find journals that will be studied in

more depth. So that it can be in accordance with the chosen topic. In this research, the researcher used the internet searching as a technique collecting data.

1. Internet searching

Internet searching is a data search technique used to find information on the internet. Internet searching can be a useful resource for research, examining past searches, and identifying organizations that may contain relevant research (Gough et al., 2017). Therefore, the search process must be repeated in order to meet the criteria. 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).

Table 3.2 Criteria of Article

No.	The Criteria of Article
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

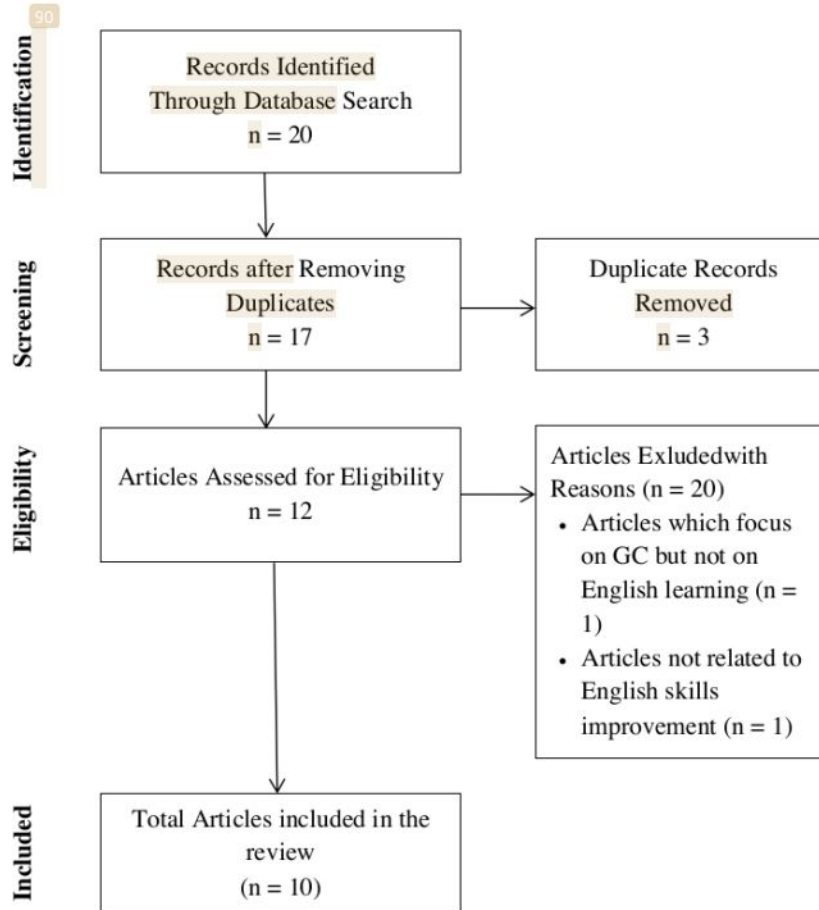


Figure 3.2 PRISMA Framework

2. Hand searching

Hand searching is a scanning process that is done by hand or manually. This is as stated by Gough et al (2017) that hand search is a process of manually scanning journal content pages and book chapters to identify relevant research.

G. Research procedure

Research procedure is a procedure in collecting data in the research. In this research, the research procedures were carried out as follows:

1. The researcher search for articles using the keywords Google Classroom and English skills in the digital library.
2. The researcher selected articles that did not meet the criteria and were not related to the use of Google Classroom for teaching English.
3. The researcher analyzed documents in the form of articles to find the implementation of Google Classroom in learning English.
4. The researcher reported the results of data analysis into writing findings.

H. Data Analysis Technique

Data analysis technique is a technique in analyzing the data that has been collected. As stated by Sugiyono (2013) that data analysis is the process of searching and compiling the data obtained systematically by organizing the data into categories and breaking them down into units, synthesizing, compiling into patterns, choosing which ones are important and which are not and make conclusions so that they are easily understood by the researcher and others. In this

research, the researcher used thematic analysis. Thematic analysis is the process of identifying patterns or themes in qualitative data. Braun & Clarke (2006) provide a six-phase guide which is a very useful framework for conducting thematic analysis:

1. Become familiar with the data. Before moving on to the next stage of analysis, the researcher must be really familiar with the data. The researcher can reread or write notes on the data.
2. Generate initial codes. The researcher code the data in various ways manually or using computer software in accordance with the formulation of the research problem.
3. Search for themes. Capture significant and interesting patterns from the research data and then examine the codes and some of them clearly fitted together into a theme.
4. Review themes. In this phase, the researcher modifies and develops the initial theme to collect all data relevant to the theme.
5. Define themes. Identify the essence of each theme and determine the data aspects of interest.
6. Write-ups. The last stage is report writing. Writing thematic analysis should provide concise, coherent, logical, non-repetitive, and interesting explanations of the data in and across themes (Braun & Clarke, 2006: 24).

I. Trustworthiness

³¹ In qualitative research, data or findings can be said to be valid if there is no difference between what is reported by the researcher and what happens in reality. To check the validity of the data and findings in this research, the researcher increases persistence in research by reading various references from research results related to the findings being studied. This is in accordance with what Sugiyono (2013) said that by increasing the persistence, the researcher can re-check whether the data that has been found is wrong or not so that the researcher can provide an accurate and systematic description of the data about what is observed.

In addition, the researcher also further tested the data by testing the validity using the dependability test, namely by conducting an audit of the entire research process carried out by the supervisor. As stated by Sugiyono (2013) that ⁵⁶ a reliable research is if other people can repeat/replicate the research process.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses the result of the research that has conducted. There are descriptions of the setting of the research, describe the result of the research, and the discussion.

A. Description of the Setting of the Research

This research is a library research conducted using a systematic review method. Data collection was carried out from various literatures in scientific articles using the PRISMA model. The articles obtained from the Google Scholar digital library and DOAJ-Directory of Open Access Journal from 2017 to 2022 or for the last 5 years. From these journal databases, there were 10 articles analyzed included from the 20 total articles discovered.

B. Description of the Research Findings

The findings research described the results of data analysis using a systematic review. The researcher find and analyze how teachers implement Google Classroom in learning English and how Google Classroom facilitates and improves students' English skills. The result of data analysis could be seen as follow:

1. 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. That way, 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.

a. English Skills

1) Listening

Table 4.1 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 4.1 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. That way, students can continue to practice

their listening skills by listening to audio and video using Google Classroom.

2) Speaking

Table 4.2 Speaking Implementation

No	Researcher	Implementation on Teaching Speaking
1	Quyên & Hà (2021)	<ul style="list-style-type: none"> • Work in pairs • 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 4.2 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 (Quyên & Hà, 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.

3) Writing

Table 4.3 Writing Implementation

No	Researcher	Implementation on Teaching Speaking
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
2	Ratnaningsih (2019)	<ul style="list-style-type: none"> Submitted assignment in the form of Gdocs Grading notification on email

It can be seen from the table 4.3 above 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 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.

4) Reading

Table 4.4 Reading Implementation

No	Researcher	Implementation on Teaching Speaking
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 4.4 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. That way it can be said that Google Classroom is a platform that can be used to improve students' reading skills.

b. Advantages and Disadvantages of Implementing Google Classroom

Table 4.5 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 	<ul style="list-style-type: none"> Participant must have google account There are no face to face classes Internet connection unstable

	<ul style="list-style-type: none"> • Save time • Completed assessment on time • Many facilities to support learning process 	
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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.

2. Promote Student's English Skills through Google Classroom

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 4.6 Research Result of the Article

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. ⁷
2	Dewle (2019)	Listening	<ul style="list-style-type: none"> Google Classroom can be used as a learning tool to help students improve their listening skills. ¹⁷
3	Quyên & Hà (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
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 & Soto Peralta (2019)	Writing	<ul style="list-style-type: none"> The findings revealed that using this platform provides benefits that allow 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.	Reading	<ul style="list-style-type: none"> According to this study, using Google

	(2021)		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.

From the table above, it can be seen 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.

C. 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 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 writing 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 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.

21 CHAPTER V

CONCLUSION, IMPLICATION, AND SUGESTION

This chapter discusses the conclusion related to the result of the research that has conducted in previous chapter. There are conclusion, implication, and discussion.

A. 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.

B. Implication

The implications are drawn from the research findings. The findings of this study can be used as a reference for teachers in teaching English online to students

using Google Classroom. In applying Google Classroom to teach English, teachers can apply it in teaching the ⁵⁷ four skills, namely listening, speaking, writing, and reading because the four skills are interconnected with each other. That way, Google Classroom is expected to be used to facilitate teachers in completing students' English skills.

C. Suggestion

³² After analyzing the data and presenting the conclusion, the researcher would like to give some suggestions as follow:

1. For the learners:

Students can implement the Google Classroom platforms as part of learning English online in 21st century learning and gain knowledge and experience on how to use it to improve their English skills. Students also have to practice a lot to hone the basic skills they have previously acquired.

2. For the teachers:

It can be used as input for teachers in implementing the ⁷⁶ Google Classroom platforms as alternative media for teaching English 21st century learning. Teachers must provide feedback on the results of student assignments so that students can correct mistakes and improve their English skills.

3. For the researchers:

¹ The results of this study can be useful as a reference for further research with the same field. Because this research is not perfect, it is hoped that

researchers in future studies can examine the components of English skills that can direct students in a structured way to improve their four skills.

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Appendix 1 Article as data of the research

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