

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

SKRIPSI

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



By:

SUCI RAMADHANI
NPM. 18.1.01.08.0004

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
NUSANTARA PGRI KEDIRI UNIVERSITY**

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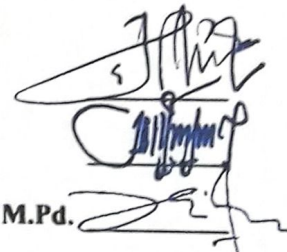
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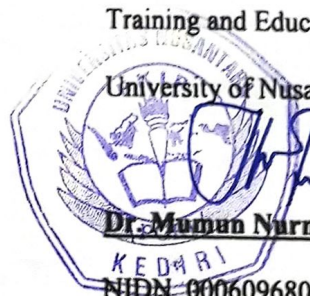
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Signed by,



SUCI RAMADHANI

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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 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.

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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.

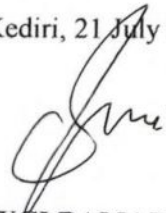
This skripsi entitled “Utilizing Google Classroom to Promote Students’ English Language Skills: A Systematic Review”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus she needs criticism and suggestion to make it better.

Therefore, she would like to express her gratitude to:

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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 about the use of Google Classroom in 21st-century learning, especially to promote four English language skills.

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

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

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. 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 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.

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