



Exploring the Implementation of Google Classroom in Online English Language Learning: A Literature Review

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Abstract

This study aims to explore the implementation of Google Classroom in online English learning, focusing on its impact on student learning outcomes, motivation, and learning independence. The method used was a qualitative descriptive literature study, which analyzed nine scientific articles published between 2019 and 2024. The study collected data from various studies that discussed the use of Google Classroom in English language learning at various levels of education, by identifying the benefits, challenges, and aspects that affect its effectiveness. The results show that the use of Google Classroom significantly improves student engagement, time efficiency, and English learning outcomes, despite challenges related to digital infrastructure such as unstable internet connections and device limitations. Additionally, the platform supports self-paced learning by giving students the freedom to access materials and complete assignments on their schedules. The study also found that Google Classroom facilitates collaboration between students and teachers, improving interaction and communication. The contribution of this research lies in the comprehensive mapping of the effectiveness of Google Classroom in online English learning, as well as providing recommendations for improving digital literacy training for teachers and developing educational infrastructure, in order to maximize the potential of technology in learning.

Keywords

Google Classroom; English Language Learning; Digital Learning, Literature Review

INTRODUCTION

The rapid development of information and communication technology (ICT), especially in the era of the Industrial Revolution 4.0, has changed almost every aspect of life, including the Education sector (Shadiev & Wang, 2022). These global changes not

only affect the way people communicate, but also the way knowledge is disseminated, learned, and communicated (Pangrazio et al., 2020). In the face of these changes, the education sector is faced with the challenge of integrating digital technology in learning activities to remain relevant and competitive in the 21st century (Timotheou et al., 2023). This has prompted major changes in the education system, which is now shifting to a more flexible, online-accessible technology-based learning model that can meet the diverse needs of students.

Technological developments have provided many opportunities, learning practices in many countries, including Indonesia, are still facing various challenges (Alenezi et al., 2023). One of them is the limitations in the effective use of technology in the classroom, especially in learning English as a second language (Vo et al., 2023). English language teaching is often constrained by limited face-to-face time in the classroom, as well as difficulties in providing space for adequate practice in the four skills of Language, listening, speaking, reading, and writing (Klimova et al., 2023). In addition, a lack of digital skills among teachers and students, as well as internet connectivity issues, are often obstacles to the implementation of optimal online learning.

Google Classroom emerged as one of the solutions to overcome these challenges. As a learning management platform (Learning Management System / LMS), Google Classroom offers a variety of tools that support flexible and interactive online learning (Abidin & Saputro, 2020). With features such as classroom management, distribution of learning materials, assignment collection, and feedback, Google Classroom provides a smoother and more comprehensive learning experience (Widiyatmoko, 2021). The platform not only enables material-based teaching, but also strengthens communication between teachers and students, increases student engagement, and supports more effective self-paced learning.

Although many studies have discussed the benefits of using Google Classroom in English language learning, there are still some gaps in the existing literature. Many previous studies have tended to focus on the application of Google Classroom in the context of language teaching in general, but have not explored its influence on more specific language skills, such as writing and speaking skills, in English learning (Abidin & Saputro, 2020; Dash et al., 2022; Hastomo & Zulianti, 2021). In addition, studies on the challenges faced by teachers in managing online classrooms, especially related to

technology and digital skills, are also still limited (Gebre, 2022). Therefore, it is necessary to conduct a more in-depth study on the use of Google Classroom in online English learning, paying attention to the various challenges faced by teachers and students in the context of second language learning.

This study aims to conduct a literature review on the implementation of Google Classroom in online English learning, focusing on its benefits, challenges, and impact on student engagement and motivation. By reviewing existing research, it is hoped that it can provide a clearer picture of the effectiveness of Google Classroom in creating an interactive, flexible, and self-paced learning environment in the digital era. In addition, the study also aims to identify gaps in existing research and provide recommendations for further research that can overcome existing limitations.

METHOD

This study uses a qualitative descriptive approach with a literature study method. This approach was chosen because it allows for an in-depth understanding of the use of Google Classroom in English learning without having to collect data directly from the field. The main purpose of this study is to analyze various existing research results related to the implementation of Google Classroom in English language learning.

Data Collection

The data collection process is carried out by searching through various relevant secondary sources, such as scientific journal articles, previous research findings, conference proceedings, and academic textbooks that discuss the use of Google Classroom in English language learning. The literature sources used in this study amounted to 9 sources, which were selected based on the criteria of relevance to the topic, reliability of sources, and time of publication. Only literature published between 2019 and 2024 is used to ensure the information obtained remains up-to-date and relevant to the latest digital education trends. Data was collected by identifying literature that discusses the use of Google Classroom in English teaching, both at the elementary, middle, and college levels.

Inclusion Criteria

The literature sources used in this study were selected based on the following criteria: first, relevance to the topic of English learning and the use of Google Classroom. Second, the reliability of sources, namely literature published in leading scientific journals or published by leading academic institutions. Third, the literature published in the time frame between 2019 and 2024, to ensure that the information used reflects the latest developments in educational technology. Fourth, the availability of data that provides an in-depth analysis of the application of Google Classroom in English education.

Data Analysis Procedure

After the data collection process is completed, the analysis is carried out with a qualitative descriptive approach. In this analysis, the researcher identified and grouped the collected literature into the main themes that emerged, such as teaching quality, student motivation, independent learning, and challenges in the implementation of Google Classroom. The data was then analyzed qualitatively to identify patterns that emerged in the use of these platforms in various educational contexts. Next, content analysis was applied to explore the relationship between Google Classroom features such as the assignment system, feedback options, and communication capabilities with student engagement, collaboration, and self-paced learning. This process also involves comparing findings in different literature, as well as finding gaps or areas that need further research.

RESULT AND DISCUSSION

Improved English Learning Outcomes

A literature review that included nine studies related to the use of Google Classroom in English language learning, almost all studies showed that the use of this platform had a significant positive impact on student learning outcomes (Spiteri & Chang Rundgren, 2020). Makarim & Sari (2021) in their research found that the use of Google Classroom by students of the English Education Program at STKIP PGRI Sidoarjo increased their motivation to learn and English skills by up to 70%. Most participants found the platform's features user-friendly and time-efficient, allowing students to more easily access materials and submit assignments on time. Despite challenges such as a simple interface and delays

in collecting assignments, the majority of students still consider Google Classroom to be an effective platform for online learning.

Table 1. Results of Questionnaire on the Use of Google Classroom in English Language Learning

Aspect Evaluated	Percentage	Interpretation
Improvement in English language skills	70%	Google Classroom improved students' English learning outcomes
Ease of use and comfort	80%	The features were user-friendly and enjoyable to use
Time efficiency	70%	The platform saved time and simplified task coordination
Technical challenges (appearance and task submission)	30%	Minor issues such as plain interface and need for monitoring submissions

Source: Adapted from Makarim & Sari (2021)

This finding is in line with research conducted by Vidyasari et al. (2022), which highlights efficiency in digital assessment. Teachers in Pasuruan report that Google Classroom makes it easier for them to evaluate students' English skills using Google Forms and video uploads (Vidyasari et al., 2022). This indicates that the platform not only increases student engagement, but also makes it easier for teachers to conduct assessments more flexibly and efficiently. However, obstacles related to unstable internet connectivity and limited digital skills are still significant obstacles that need to be overcome in order to implement this platform more optimally.

Student Motivation and Engagement

One of the key findings of various studies is increased student motivation and engagement in English language learning through the use of Google Classroom. In a study by Afandi & Saputri (2020), it was found that students feel more comfortable participating in online discussions because they can express their opinions in writing without anxiety. This is important, as it promotes more open communication between students and teachers as well as fellow students, which encourages more productive academic collaboration. The use of Google Classroom also helps students feel more engaged in learning, even if they are not face-to-face with the teacher (Wang et al., 2024).

Another study by Sudaryani et al (2023) shows that more than 70% of students in vocational schools feel that Google Classroom makes learning more engaging and material easier to understand. An additional advantage found is that the app saves time and money for students, leading to a more efficient and fulfilling learning experience. Despite

challenges such as slow internet connections, most students stated that the benefits gained from using Google Classroom far outweighed the technical constraints.

Independent Learning and Student Independence

Google Classroom has also been shown to support self-paced learning, one of the skills that is in high demand in the context of 21st century education. Yulistia & Savitri (2022) revealed that junior high school students who use Google Classroom become more independent in managing their time, understanding feedback, and assessing their own learning progress. This shows that these platforms not only serve as a tool for sharing material, but also encourage students to become more autonomous learners.

Support for independent learning is very important because it improves students' ability to plan and carry out learning activities independently. With easy access to learning materials and the ability to review materials that have been learned, students can learn at their own pace, which improves their understanding of the English language as a whole (Wei, 2022). This is especially important in learning English, which requires a lot of self-practice, especially in writing and speaking skills.

Challenges in Google Classroom Implementation

While Google Classroom has proven to be useful, some challenges remain in its implementation. Research by Periani (2022) shows that although students from rural areas show a positive view of the use of Google Classroom, the main challenges faced are limited internet access and inadequate devices. Although these applications provide benefits for students, digital infrastructure constraints often hinder their learning experience, especially in areas with poor connectivity (Abidin & Saputro, 2020; Alenezi et al., 2023).

In addition, a study by Tamala et al (2024) shows that although Google Classroom can improve students' reading, writing, and listening skills, challenges such as procrastination and cheating still arise among students. This highlights the importance of stricter guidance and supervision to prevent such problems. So, while the flexibility provided by this platform is invaluable, the success of using Google Classroom depends heavily on proper control in task management and assessment.

The Role of Teachers in Optimizing Google Classroom Use

The research also highlights the importance of the role of teachers in maximizing the use of Google Classroom. Ayu & Sari (2021) show that teachers who are creative in combining Google Classroom with other tools, such as Google Meet and instructional videos, can keep students engaged more effectively. The use of diverse teaching methods is indispensable in online education to create a dynamic and engaging learning atmosphere for students. Teachers must also have adequate digital skills to manage online classes well and take advantage of all the features available in Google Classroom.

The importance of digital training for teachers is also the main highlight in this study. Teachers who are less skilled in the use of technology may have difficulty in utilizing the full potential of these platforms (Akcil et al., 2021). Therefore, it is important to provide training programs that can improve teachers' digital skills, as well as provide adequate technical support so that they can make effective use of Google Classroom in English language learning.

Limitations and Future Opportunities

The use of Google Classroom in English learning is very positive, there are some limitations that need to be noted. One of the main limitations is the dependence on adequate digital infrastructure (Doranggi & Rizka, 2025). Without a stable internet connection and adequate devices, many students are unable to access the material or follow the learning effectively. Therefore, increased internet access and adequate distribution of devices in underserved areas is essential to ensure that all students can take advantage of these technologies (Alenezi et al., 2023).

Google Classroom supports self-paced learning, there are still challenges in terms of time management and student motivation, which are often hampered by procrastination and a lack of control in online assignments (Sudaryani et al., 2023). Therefore, there needs to be a more effective mechanism to address this problem, such as the use of task reminder systems or stricter supervision of teachers (Clark-Wilson et al., 2020). Future opportunities for Google Classroom in English learning include further integration with artificial intelligence (AI)-based learning tools that can provide more personalized feedback and more in-depth data analysis. In addition, the development of more comprehensive training

modules for teachers and students on the use of this platform will be an important step to maximize its potential.

CONCLUSION

Conclusions from the results of the analysis of nine studies related to the use of Google Classroom in English language learning, it can be concluded that this platform significantly increases student engagement, motivation, and independence of learning, as well as facilitates more efficient and interactive teaching. Despite some challenges such as technical issues (e.g., poor internet connection and device limitations) and varying digital skills among teachers and students, Google Classroom has proven to be effective in improving student learning outcomes, especially in English language skills. Going forward, to optimize the use of Google Classroom in education, it is critical to provide teachers with comprehensive digital literacy training, in order to improve their technical skills in managing online classrooms and take full advantage of the platform's features. In addition, better digital infrastructure, especially stable internet access and adequate devices, needs to be improved so that all students, especially in areas with technological limitations, can take advantage of the full potential of these platforms. With these efforts, Google Classroom can become a more effective tool in supporting flexible, student-centered, and education-ready learning in the era of the Industrial Revolution 4.0.

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