Using Google Classroom in Education: A New Tool to Facilitate Blended Learning and Improve Student Outcomes: A Systematic Review

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Abstract: The development of the internet has significantly transformed the methods and approaches used in the realms of education and pedagogy. Blended learning has gained distinction as educators and students increasingly engage in more active participation. The incorporation of online courses has been introduced into the conventional classroom environment to accommodate the diverse demands of students. In addition, other programmes have been developed to facilitate the advancement of educational process, such as zoom, Skype, and Google Classroom. The use of Google Classroom (GC) has significantly increased in response to the Covid-19 epidemic, which has led to widespread educational disruptions. The flexibility of online learning enables learners to promptly respond and access resources that were previously unattainable via conventional classroom instruction. GC is widely recognised as having several benefits compared to other application formats. Hence, a significant proportion of students enrolled in universities and schools demonstrate a rapid adjustment to the General Curriculum. Several studies have asserted that the implementation of GC (game-based learning) has the potential to provide outcomes that are very relevant and valuable for students. Nevertheless, there is a limited amount of research available about the impact of using GC as a platform for English language instruction. The aim of this research is to investigate students' perspectives and challenges pertaining to the utilization of Google Classroom within the domain of English language instruction and development. The findings demonstrate the possible use of GC for collaborative purposes, namely in relation to the learners' acceptance, motivation, and performance. There is an expectation that Google classroom (GC) may be used as a pedagogical tool to improve English language proficiency, perhaps leading to accelerated learning outcomes.
Keywords: Google classroom, Curriculum, internet devices, Blended learning.

INTRODUCTION

The process of acquiring a new language is characterized by its dynamic nature. Various individuals use varied methods and approaches to achieve proficiency in languages, using a combination of classic and creative techniques. In the realm of advanced technology, particularly with the prevalence of the internet, individuals engaged in language acquisition are using digital methodologies to enhance their learning processes. In contemporary times, individuals engaged in the process of acquiring knowledge exhibit a heightened inclination towards using the internet as a primary resource for learning many subjects, including the acquisition of a new language. The rapid pace of globalisation has resulted in a significant surge in the acquisition of languages. It might be argued that the advancement of language acquisition has grown more innovative. This phenomenon elicits curiosity not just among educators and instructors, but also among the learners themselves. Both parties are obligated to expedite their actions and efforts. As a result, there is an increasing desire for individuals in academia and among students to enhance their technology literacy. In light of the global challenges encountered by universities in meeting the educational requirements of their students, the current approach to education has been greatly influenced by the widespread use of information technology and the advancements of the digital age (Thambu Raj, Chin, Mogindol, & Apolonius, 2016).

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The acquisition of English language skills is widely acknowledged as a challenging endeavour, particularly when learners rely only on their own efforts without the guidance of qualified English language instructors. The 26 letters that make up the English alphabet correspond to 44 different phonetic sounds. The occasional lack of correspondence between English spellings and pronunciations necessitates individual acquisition via personal experience. The abundance of discrepancies between spelling and pronunciation in English might cause unease among learners in certain circumstances. One of the prevalent challenges encountered by those who are not native English speakers is this. The multitude of word forms, including both regular and irregular verbs, as well as the complexities of different tenses, also provide a challenge for the individual in question. Hence, the process of mastering a language in its entirety necessitates learners to overcome significant obstacles and difficulties, particularly in the current period characterised by limitless opportunities for online education.

The phenomenon of online language learning, first introduced in Western countries, has seen a rapid proliferation to many other nations, including China, Brazil, and many other nations as relevant examples (Baker *et al*., (2018). The platform is well acknowledged as an effective method for attaining language competency and promoting self-directed learning according to the learners' preferences. Based on the study conducted by Sivabalan and Ali (2019), Ling (2016) posited that the widespread availability of technological tools such as mobile phones, iPad, tablets, and desktop computers has greatly improved the accessibility and capabilities of the Internet and instant messaging platforms. Consequently, this has had a direct influence on communication and learning.

Google Classroom (GC) was introduced in 2014 and quickly gained popularity as an instructional tool in educational settings. Educators retain the responsibility of curating the class curriculum and assume full control over the orchestration of the instructional delivery. In contrast, students will have the ability to access the resources at their convenience. Students have the ability to participate in examinations, compose written compositions, and submit their coursework using virtual means. The intriguing characteristics of GC have attracted a considerable number of new users and have been used across other disciplines, including English courses.

The present study aims to examine students' perspectives about the use of Google Classroom. Additionally, this paper examines the difficulties associated with using the platform for English language instruction.

2. REVIEW OF THE LITERATURE
2.1 Google Classroom: An Overview
Google Classroom is an educational platform developed by Google that aims to enhance the learning experience for students and teachers. It provides a virtual space where teachers may create and manage classes, distribute assignments, and communicate with their.

Google Classroom is a learning management system that was made available to the public on August 12, 2014, at no cost. The inclusion of this feature has been implemented as a component of Google Application Manager for Education. Martínez-Monés, Reffay, and Cristóbal (2017) assert that Google Classroom is an e-learning system offered by Google, which operates over the internet. This platform has a high degree of user-friendliness and can be easily controlled by both educators and learners. In order to use the platform, users are required to own a Google e-mail account. As an educational platform, the design of a curriculum is mostly determined by the instructor, allowing for flexibility and customization. Due to its intriguing attributes, GC is often regarded as one of the most exceptional platforms for language acquisition.

2.2 The Characteristics of Google Classroom
According to Edtechtecher (2017), a number of characteristics of Google Classroom are outlined. According to the individual, users of GC have the ability to customise the platform in order to meet their own requirements. The following are the characteristics of Google Classroom that facilitate the digital management of classes for both professors and students:

1. The class calendar serves as a means of notifying both professors and students of assignment due dates, since these dates are prominently displayed and accessible.
2. Sharing and dissemination: Educators and learners have the ability to exchange valuable resources, including providing hyperlinks to other websites and YouTube videos for instructional purposes.
3. Assessment: Educators have the ability to submit inquiries and provide prompt response to their pupils. Grades may be assigned to each exam, and students have the opportunity to consult the comments provided by the instructor prior to the assessment.
4. The announcement serves as a convenient method for transmitting data to a class. Students have the option to provide their feedback or reactions to the news using the comments mechanism.

2.3 The Acquisition of Language Skills via the Utilisation of Google Classroom
Given the rapid pace of developments in academia, educators must promptly adjust to the utilisation of digital resources. Given its user-friendly nature, many educators are inclined to use GC into their

instructional practises as a supplementary tool inside the classroom setting (Fallon, 2016). Teachers must carefully construct their particular curriculum in order to effectively meet the diverse demands of their pupils. The platform is integrated with Google Drive, enabling students to conveniently access and collaborate on spreadsheets and other written materials online, both individually and in groups. However, students are still bound by the official curriculum of their respective in academic places.

2.4 Benefits of Google Classroom

Google Classroom offers many features that are advantageous to its consumers. The merits of the topic were extensively covered by Izenstark and Leahy (2015) in their scholarly publication. First and foremost, it is worth noting that Google Classroom (GC) offers a high level of convenience and simplicity in terms of its setup and operation, particularly from the perspective of educators. Students have the capacity to autonomously enrol in courses, hence expediting the timely commencement of the instructional and educational process. The inherent simplicity of this system facilitates its usage for both parties, in contrast to more complex learning management systems.

Additionally, online learning has the advantage of time efficiency, since students are not required to physically meet with their professors for lessons, assignments, and access to course materials. All of these resources may be published and acquired from their respective learning management system, allowing students to customise their access according to their schedule, therefore enhancing their overall learning experience. Furthermore, the use of centralised data storage would facilitate instructors in effectively managing and organising various educational resources and students' data. This cloud-based system enables convenient access to these materials and information from any computer, regardless of location or time. According to Izenstark and Leahy (2015), students also have the opportunity to access resources on their learning management system (LMS) without the need to physically get them from their lecturers.

METHODOLOGY

This study primarily examined the efficacy of Google Classroom in facilitating English language acquisition. The study used the integrative review methodology to examine and analyse data that had been previously covered in relevant papers. Although there is no rigid criterion, the primary objective is to undertake a critical evaluation and exploration of the existing literature, focusing on the main ideas and connections of a topic. Google Classroom's effects on English language learning are the focus of this article.

This research examined Google Classroom's efficacy using Google Scholar papers from 2017 to 2020. Based on their relevance to this research, 10 articles were selected among 20 publications after rigorous screening. This study's reviewers are transparent in collecting and analysing the literature.

The primary focus of the data collection was on the utilisation and results of Google Classroom, namely in terms of awareness, inspiration, efficacy, and obstacles associated with its usage. The objective use and methodical description of data are essential in presenting the authentic findings derived from various research endeavours. The study's findings are presented by formulating relevant themes, which facilitate the comprehension of the results in connection to addressing the research questions posed in the current study. The issues explored in this study pertain to the students' view of the concept of GC, as well as the obstacles associated with GC.

4. The Present Study Provides the Findings and Subsequent Discussion

This research examines the use of Google Classroom from the perspective of students, focusing on their perspectives and the obstacles associated with its implementation.

4.1 Expectations of Using Google Classroom among Students

The views of students have a crucial role in fostering undergraduate appointment and facilitating learning within a classroom setting (Martin & Bolliger, 2018). The authors also asserted that a favourable view has the potential to result in increased engagement, ultimately leading to improved student motivation and performance. This section examines and discusses pertinent studies on students' impression of GC.

In a research done by Fallon (2016), the use of graphic organisers (GC) in the context of third grade writing was examined. A group of 18 students, each possessing varying degrees of writing and reading abilities, were instructed to compose written responses on a given topic using the General Composition (GC) format. The researcher administered a survey and inquired about participants' perceptions on the utilisation of GC. All 18 participants expressed a preference for composing their essays on Google Classroom and afterwards shared their written work with their peers. The individuals exhibited a higher level of confidence in both the substance of their writing and their proficiency in spelling. According to their testimonial, the use of GC has facilitated improved articulation of ideas while communicating with colleagues. Their peers were purportedly inclined towards more interactivity via constant communication at their convenience.

Albashtawi and Al Bataineh (2020) conducted an independent study that yielded a comparable result to Fallon's (2020) research. The study included the involvement of 26 Syrian undergraduate students who were enrolled in an English as a Foreign Language

programme. The study used a quasi-experimental approach, using a one-group before and after the test design, with an emphasis on collecting quantitative data. The students had an evaluation of their reading and writing abilities, along with a questionnaire. The findings indicate that all students had a good perception of GC and acknowledged its role in fostering more interactivity. The academic performance of students in writing and reading examinations improved, as shown by their higher scores. Additionally, the analysis of their surveys indicated a preference for the GC (presumably an abbreviation for a certain educational programme or method) over the usual classroom environment.

4.2 Google Classroom Facilitates a More Receptiveness among Students to Accept Comments from Their Peers

According to a research conducted by Tran (2019), students enrolled at Ho Chi Min University of Technology (HCMUT) expressed a greater willingness to hear criticism not only from their teachers but also from their peers. Occasionally, individuals had an increased level of consciousness about the prevalent errors seen on GC and made efforts to avoid their recurrence. Another student also expressed an increased level of awareness around significant dates, such as examinations, quizzes, and assignments. One notable characteristic of GC is the provision of notification emails to students on certain days, since these notifications are seamlessly integrated into their online calendar. The efficiency of this feature was attributed to its ability to enable users to consistently access and review the dates and fresh announcements provided by their professors. A significant majority of pupils, around 83%, acknowledged their intention to persist in using GC even at the conclusion of the course.

A majority of over 65% of students said that the feature provided significant assistance to them during the course. Additionally, they asserted the significance of receiving feedback from professors and engaging in email communication. Through the receipt of feedback from professors, students are able to discern their areas of proficiency and areas for improvement. This process subsequently fosters a heightened level of enthusiasm towards the pursuit of knowledge. According to Subandoro and Sulindra (2019), it was observed that GC is a very advantageous instrument in facilitating the progress of English language acquisition.

4.3 Google Classroom is designed with an Interface That Is Simple to Use

In the conducted research, students were shown to have a favourable perception of GC, with a majority expressing agreement that one of the contributing factors to this positive perception is about google classroom that is designed to be easily understood and navigated by users. Both educators and students are not need to possess advanced knowledge in order to effectively use the GC system. Students have the opportunity to independently engage with the offered materials, without requiring much oversight, at their own speed and at any location and time of their choosing. Teachers have the potential to enhance their productivity by exercising more control over the structure and timing of their classroom activities.

In addition to favourable student attitudes towards GC, extant literature suggests that the use of GC fosters enhanced student cooperation and heightened classroom motivation. According to Fallon (2016) and Mai Tran (2020), there was an observed increase in student motivation and the development of advanced writing abilities during writing classes. By conducting an analysis of the utilisation of electronic writing within educational environments and investigating the reactions of students towards this practise, educators may get a comprehensive understanding of the importance of technology and successfully integrate it into their pedagogical approaches.

4.4 Barriers Associated with the Utilisation of Google Classroom

Despite its user-friendly interface, Google Classroom has certain hurdles when it comes to its use inside educational settings. Upon conducting an analysis of online learning trends and possibilities, we have identified some obstacles that we deem crucial to the growth and widespread adoption of online education. The current study aims to uncover the possible challenges that students and instructors have in their pursuit of excellent online learning.

4.4.1 The Level of Excellence and Quality of the Educational Process

In many instances, the calculation of class efficiency is more straightforward when a conventional class structure is present. A mechanism exists to ensure the preservation of consistency in courses that include direct interpersonal interaction. The relationships among students have the potential to enhance their desire to engage in more effective studying practices. Students are expected to adhere to the predetermined timetable and exhibit enhanced concentration within the designated timeframe. Educators have the ability to carefully observe their pupils and provide prompt comments.

Conversely, class activities in online learning are not confined to certain time slots and may occur at any point during the day. In a world where everything is easily accessible, the act of returning to the school or workplace loses its significance. The reconsideration of the commonly accepted norms for professional conduct and the level of excellence is important and may need a fundamental change in our cognitive framework (Setiadi, 2020). Claimed that to ensure optimal efficiency throughout the session, it is essential that both educators and students engage in cohesive interaction on the designated platform.

4.4.2 Significant Reliance on Internet Connectivity

A high and consistent speed of connection to the internet is necessary for the proper functioning of GC. In order to ensure proper operation of GC, it is necessary to have a computer, smartphone, or tablet that meets the minimum criteria. If a student lacks one of these resources, they may have difficulties in acquiring knowledge effectively, particularly when faced with timed assessments such as examinations or quizzes that cannot be retaken. The research conducted by Safford and Stinton (2016) revealed that students have difficulties in their studying and online activities due to inadequate internet access and slow speed. Therefore, the presence of a reliable internet connection and an appropriate device is crucial for the successful implementation of virtual classrooms using GC. El Fauziah, Suryani, *et al.*, (2019).

4.4.3 Complicatedness Maintaining Control of Oneself

Students must rely primarily on their own capacity for self-regulation, as well as time management, discipline, and preparedness, since Google Classroom offers a great deal of freedom. Students tend to engage in habitual instances of procrastination as a direct result of their increased level of autonomy and control. In the conventional classroom setting, instructors were able to keep a close eye on their pupils and respond to any instances of procrastination immediately. When it comes to the GC, things are done differently since pupils have less seat time with their respective professors. Additionally, they were unable to catch the actual presence of the instructor, which contributed adversely to their overall learning experience on the GC. On the other hand, this is something that may be resolved by the instructors themselves.

4.4.4. The Level of Students' Knowledge and Understanding about the Use of Google Classroom

In order to achieve proficiency in English, it is essential for students to cultivate a dynamic and engaging classroom environment. This may be accomplished by actively participating in class discussions and providing relevant responses that stimulate a genuine interest in the learning process. However, it is important for students to engage in the exploration of operating GC, as it has the potential to enhance their learning experience. By acquiring proficiency in using GC characteristics, educators may effectively elucidate instructional content and foster students' comprehension. This approach also addresses the constraints of restricted temporal and spatial resources, while enhancing students' aptitude and enthusiasm for learning. While it is the responsibility of teachers to educate students on how to use applications, it is essential for students to take initiative and independently learn how to navigate GC. Furthermore, educators may have a need to carefully supervise their students and consistently prompt them about the course materials, exams, and assignments that are due, despite the fact that these reminders are already being delivered to students' individual email accounts (Cuesta, 2018).

5. CONCLUSION

The characteristics of GC serve as valuable tools for enhancing students' learning experiences outside the confines of the traditional classroom setting. The intriguing history of the system itself is also a characteristic that has the potential to captivate students and maintain their attention on GC for the whole of their educational journey. Despite being an online tool, the level of engagement between professors and students is seeing enhancements. Students have a greater propensity for acknowledging their errors and exhibit receptiveness to learning from the mistakes made by their peers. When pupils possess a positive attitude and strong desire, they are more likely to develop a heightened enthusiasm for acquiring proficiency in the English language. Therefore, this phenomenon will be seen in the academic achievements of pupils, which are closely associated with their depth of comprehension.

In the conventional educational context, students' academic achievements are evaluated using a variety of methods, including examinations, quizzes, written tasks, and oral presentations, often conducted inside the confines of a classroom environment. Nevertheless, the use of online platforms such as Google Classroom introduces a heightened level of adaptability to the assessment process. Overall, it is anticipated that this research make an effort will contribute to enhancing students' motivation in the acquisition of English language skills via the use of Google Classroom. This research has the potential to provide insights into the development of a more targeted and effective online platform for English language learning, with applications not just in academics but also in several other industries.

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