

GOOGLE CLASSROOM FOR LANGUAGE LEARNING: ITS BENEFITS AND CHALLENGES ACCORDING TO RECENT RESEARCH

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ABSTRACT

Along with the growing impact of technology in education, Google Classroom emerged as one of the most commonly used online learning platforms. Many studies have argued for the benefits of Google Classroom, including in the context of language learning, although its implementation comes with challenges. Objectives: This study investigated prior studies on Google Classroom to provide a comprehensive summary of the benefits and challenges of Google Classroom for language learning. Methods: This study adapted the library research model from George (2008) into a qualitative design, where the data were taken from experts' opinions and results of previous studies on the implementation of Google Classroom as published in reputable international journals and national journals accredited by SINTA from 2015 to 2021. Findings: The study revealed that the implementation of Google Classroom was proven to benefit students' four language skills by providing teachers and students with a platform to share learning materials and conduct learning progress synchronically and synchronically. Challenges were also identified during the implementation: low effectiveness, low online learning pedagogical readiness, technological challenges, and lack of students' self-efficacy/self-regulated learning. Conclusion: Google Classroom provides features that may benefit language learning, yet its implementation should be aware of the users' technological and pedagogical readiness, while stake-holders should provide necessary technical and infrastructure supports for the teachers and the students.

Keywords: benefits, google classroom, language learning, language skills, technology

INTRODUCTION

With the democratization of digital technology (Diamandis & Kotler, 2012), technology has become an integral part of learning, as students' learning processes are now widely supported by gadgets such as computers, smartphones, and the internet (Trilling & Fadel, 2009; Harjanto & Sumarni, 2019). Technology allows students to access the necessary information, presenting inquiry learning and critical thinking to increase their creativity (Piirto, 2011; Purwanti et al., 2022; Salam, 2020a). Technology has also affected language learning positively, as it can motivate the students to be more engaged in their learning process (Daulay et al., 2021; Hutapea & Suwastini, 2019; Puspawati et al., 2021; Utami et al., 2021). Technology allows learning to shift from teacher-centered learning into a more student-centered process, where students can benefit from the process of self-discovery (Dantes et al., 2019).

The outbreak of the Covid-19 pandemic has made online learning a necessity, made possible by the advance in information technology (Heggart & Yoo, 2018; Puspitasari et al., 2021; Rahmayanti et al., 2021). Among the many online learning platforms available, Google Classroom has become one of the most preferred platforms by teachers and educators (Albashtawi & Al Bataineh, 2020; Alim et al., 2019; Subandi et al., 2018; Sulisworo et al., 2020). Although beginner users sometimes encounter challenges in implementing Google Classroom (see, i.e., Puspitasari et al., 2021; Suwastini et al., 2021), many teachers admit that the platform is easy to access and keeps updating its features to facilitate the learning process. Subandi et al. (2018) argue that teachers like using Google Classroom because it is very

accessible, while Albashtawi and Al Bataineh (2020) argue that Google Classroom facilitates teachers because it allows the giving out of tasks, assignments submission, and assessment. Likewise, Warman (2021) stated that it assists in creating students for sharing learning resources, learning material, making announcements, and collaborating in classroom activities, discussions, and task submissions (Warman, 2021).

In terms of language learning, Google Classroom has also been widely implemented (Alim et al., 2019; Puspitasari et al., 2021; Salam, 2020a; Satar & Akcan, 2018). Various benefits and advantages of Google Classroom have been argued by these previous studies, ranging from technical advantages to positive impacts on students' improved learning process, language competencies, and 21st-century skills, such as critical thinking. The present study aims to critically review previous studies on the implementation of Google Classroom and its impact on language learning to provide comprehensive arguments about its benefits for language learning. Such synthesis of Google Classroom's benefits in language learning contexts can be constructive for teachers and future researchers. It can act as a reference that can enlighten educators and researchers about the potential benefits of Google Classroom for their students.

METHOD

This study was library research following the adaptation of George's (2008) model of library research into a qualitative design by Ariantini et al. (2021). Figure 1 below displays the step-by-step procedures of the present study. The first step was determining the research topic for students' language learning: Google Classroom. In the second step, the research question was composed, focusing the present study on the benefits of Google Classroom for language learning. The third step determined the research plan, incorporating browsing and skimming for information related to the research question through reading books and articles related to the topic.

The fourth step decided the application used for retrieving the source of the data and the database from where the sources would be retrieved: Google Scholar was chosen as the application, while the databases were Semantic Scholar, ERIC, Research Gate, and SINTA. With the application and the databases decided, the fifth step had to determine the keywords and criteria for selecting the data sources. The keywords used were "technology platform for student learning a language," "Google Classroom for learning," "the strength of Google Classroom for teaching and learning," "the benefits of Google Classroom for language learning," "challenges of Google Classroom for language learning," and "the implementation of Google Classroom for students learning language skills." The articles with matching keywords should be published in reputable international journals indexed by Scopus, Ebsco, and Copernicus or in national journals accredited by SINTA, index SINTA 1, SINTA 2, SINTA 3, and SINTA 4, or proceedings indexed by Scopus or WoS. The articles should be published from 2015 to 2021.

In the sixth step, the articles retrieved with the above criteria were then reviewed to determine their relevance in answering the research questions. Unsuitable articles were excluded from the research. This exclusion/inclusion process left the study with 45 articles included as the source of the data. In addition to these articles, one book was included as the source of data due to its indispensable relevance to the study. In the seventh step, the articles were then more critically observed to identify the benefits argued and proven by the sources and the challenges encountered during the implementation of the online learning platform.

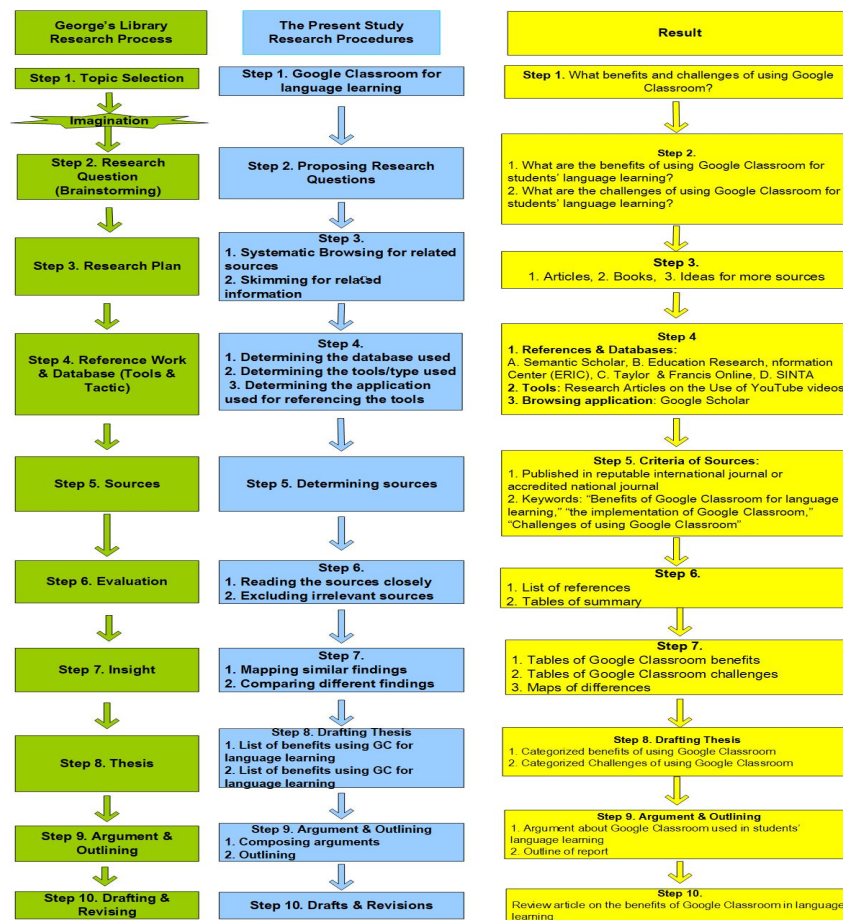


Figure 1. Adapting George's (2008) Library Research Process

After the benefits and challenges were identified, they were mapped into categories in the eighth step. In the ninth step, the research formulated arguments based on the data identified and categorized in the seventh and eighth steps, resulting in the outlines of the research report. With repeated revisions, as suggested by reviewers, the draft of the research report became the present article.

RESULTS AND DISCUSSION

1. Benefits of Google Classroom for Language Learning

The observation of previous studies on the implementation of Google Classroom revealed that the online learning platform has been argued to benefit students' mastery of language skills.

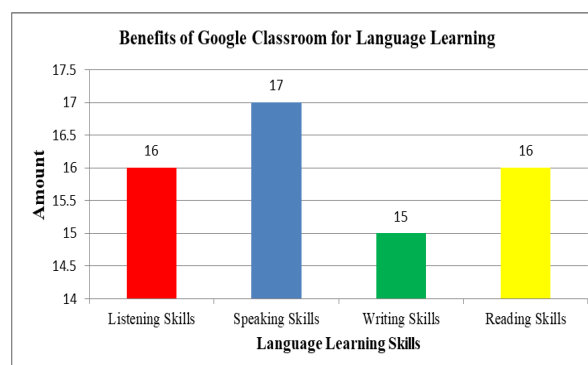


Figure 2. Benefits of Google Classroom for Language Learning

Figure 2 above displays the summary of the study's result. Sixteen out of forty-five studies claim the benefits of Google Classroom for students listening skills, seventeen of them argue for the platform's positive impact on speaking skills, fifteen studies prove the platform promotes students' writing skills, and sixteen studies proved the application is beneficial for students' reading skills.

Increasing Students' Listening Skills

Listening skills are receptive skills that allow students to comprehend spoken English (Nor, 2015; Palmer, 2018). Students often view listening as the most challenging skill to learn (Amiryousefi, 2018; Elekaei et al., 2020). According to Palmer (2018) there are four aspects of listening skills: comprehension, vocabulary, grammar, and recognition of sounds. Among the aspects of listening skills, comprehension is the subskill that is most often benefitted by Google classroom, according to the reviewed studies. Since textbooks may not promote listening skills more comprehensively compared to the inclusion of the other three major language skills (Warman, 2021), technology is always need to provide adio exposure to stimulate students' listening practice (Ulum, 2015). This is where Google Classroom benefits students' listening skills in general (Melani, 2020; Shaharaneet al., 2016; Warman, 2021).

In this study, sixteen studies argue for the benefit of Google Classroom for improving these four aspects of listening skills, as displayed in Figure 3 below.

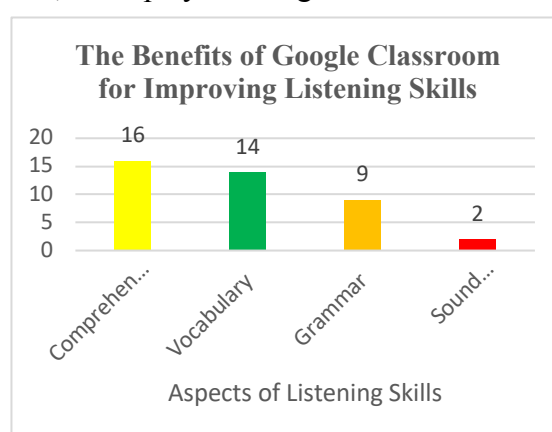


Figure 3. The Benefits of Google Classroom for Improving Listening Skills

Figure 3 shows that among the sixteen articles arguing for the benefits of Google Classroom for listening skills, all of them view the platform benefits the students' listening comprehension (Al-Marroof & Al-Emran, 2018; Alim et al., 2019; Hapsari & Pamungkas, 2019; Heggart & Yoo, 2018; Hemrungrote et al., 2017; Melani, 2020; Nisa & Nugraheni, 2021; Nor, 2015; Rosdiana et al., 2018; Rozak & Albantani, 2018; Shaharaneet al., 2016; Sihotang et al., 2020; Singh et al., 2020; Sukmawati & Nensia, 2019; Thi & Nhat, 2021; Ulum, 2015). These studies highlight Google Classroom's positive impact on students' listening comprehension, since it provides space for teachers to share varied listening materials and tasks (Hapsari & Pamungkas, 2019; Heggart & Yoo, 2018; Melani, 2020; Nisa & Nugraheni, 2021; Singh et al., 2020). It allows teachers to share multiple listening materials and tasks to give flexibility for students to choose the listening materials based on their language proficiency level (Hapsari & Pamungkas, 2019; Melani, 2020; Shaharaneet al., 2016; Sihotang et al., 2020; Singh et al., 2020; Sukmawati & Nensia, 2019; Ulum, 2015). The listening materials can be adjusted to students' proficiency level (Melani, 2020; Thi & Nhat, 2021). It is beneficial for students to practice their listening skill by considering their level of proficiency and students learning style (Melani, 2020). Therefore, it will be more effective for students to practice their listening skill. The use of audio-visual listening materials help students to illustrate the content

to achieve better understanding (Melani, 2020; Shaharanee et al., 2016). Moreover, Google classroom provide flexibility of time and place for students to access the listening materials repeatedly and in more private space to avoid distraction (Melani, 2020; Nor, 2015). By accessing the listening materials repeatedly, students can improve their comprehension. Moreover, the flexibility of place provided enables students to be more focus during their listening practice.

Fourteen of the previous studies observed in the present review claimed that Google Classroom facilitates students' vocabulary building (Al-Marroof & Al-Emran, 2018; Hapsari & Pamungkas, 2019; Heggart & Yoo, 2018; Hemrungrote et al., 2017; Melani, 2020; Nor, 2015; Nisa & Nugraheni, 2021; Rozak & Albantani, 2018; Shaharanee et al., 2016; Sihotang et al., 2020; Singh et al., 2020; Sukmawati & Nensia, 2019; Thi & Nhat, 2021; Ulum, 2015). The presentation of multiple listening materials help students to enrich their vocabulary repertoire (Melani, 2020; Nor, 2015; Thi & Nhat, 2021). The exposure toward listening materials such as video, recordings, and songs enable students to get used with general and specific vocabularies presented in the materials (Hemrungrote et al., 2017; Melani, 2020; Nor, 2015; Nisa & Nugraheni, 2021; Rozak & Albantani, 2018; Shaharanee et al., 2016; Sihotang et al., 2020; Sukmawati & Nensia, 2019; Ulum, 2015). Moreover, Google Classroom allows teacher to use audio-visual listening materials (Melani, 2020; Nor, 2015). The audio-visual materials helps to visualize the content delivered in which there is spesific vocabularies that can be learnt by the students (Melani, 2020; Nor, 2015). Besides, the listening tasks designed by the teachers also allows students to recall the vocabularies found in the audio or video provided.

Nine of the sixteen studies proposing for the benefits of Google Classroom for listening skills claim that the online learning platform helps students' grammar (Al-Marroof & Al-Emran, 2018; Alim et al., 2019; Hemrungrote et al., 2017; Melani, 2020; Rozak & Albantani, 2018; Nor, 2015; Singh et al., 2020; Thi & Nhat, 2021; Ulum, 2015). The selected listening materials provided by the teachers expose students with grammatically correct sentences (Hemrungrote et al., 2017; Melani, 2020; Rozak & Albantani, 2018; Singh et al., 2020). The exposure toward English sentences helps students to make their own sentences as well. In the process of listening practice, students learn about English grammar and learn how to compose sentences in English. They learn about the language structure and tenses. Moreover, the listening tasks can be integrated with communicative grammar activities to maximize learning outcomes (Melani, 2020; Singh et al., 2020). The use of Google Classroom allows teachers to give feedback toward students' grammar errors. (Hemrungrote et al., 2017)

Among the sixteen studies believing the benefits of Google Classroom for listening skills, only two of them reason for the platform's positive effect on students' ability to recognize sounds during listening practices (Melani, 2020; Nor 2015). Google Classroom allows teachers to design tasks which promote sound recognition practice (Melani, 2020; Nor, 2015). Students practice their listening skill through recognizing words and its pronunciation (Melani, 2020). Students are exposed with listening materials that enable them to recognize sounds of the target language (Melani, 2020; Nor, 2015).

The utilization of Google Classroom can enhance students listening skills. The teacher can give the material in a different format and a website or links where students can access the listening materials. According to Melani (2020), students could send their listening activities to involve topics, comments, duration, and listening assignments through Google Classroom. Students can upload files, audio, video, and web links. They are given the responsibility to do language learning as much as possible. They could select listening materials that they like. By doing these activities, students' could increase their listening skills. These activities can be implemented in groups or independently so that the teacher can observe their students' progress (Nisa & Nugraheni, 2021).

Enhancing Students Speaking Skills

Nowadays, the development of technology affects mastering students' speaking skills. Students speaking skills are related to five aspects: pronunciation, fluency, grammar, vocabulary, and comprehension (Gani et al., 2015). The present study also identifies the benefits of Google Classroom in improving five aspects of speaking skills, as shown in Figure 4.

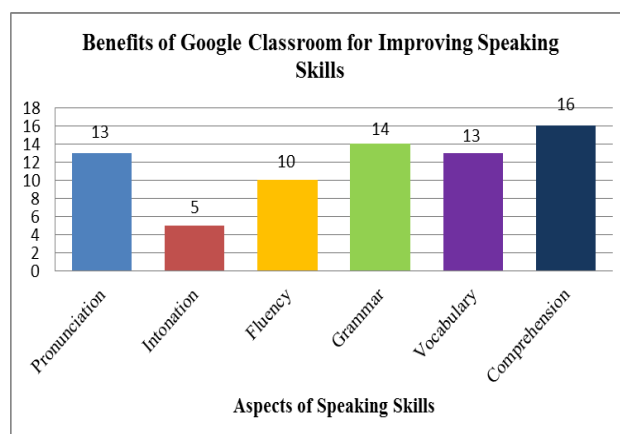


Figure 4. The Benefits of Google Classroom for Improving Speaking Skills

Figure 4 shows six aspects of speaking skills that could be improved by using Google Classroom in language learning. Google classroom becomes an effective learning platform for students to practice their speaking skill (Al-Marroof & Al-Emran, 2018; Cristiano & Triana, 2019; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Khalil, 2018; Rahmad et al., 2019; Rosdiana & Sulistyawati, 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sudarsana et al., 2019; Sukmawati & Nensia, 2019; Sulisworo et al., 2020; Syakur et al., 2020). It enables students to improve their pronunciation, intonation, fluency, grammar, vocabulary and comprehension.

Thirteen studies highlighted that the use of Google Classroom contributes to students' pronunciation (Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Rahmad et al., 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sudarsana et al., 2019; Sukmawati & Nensia, 2019; Sulisworo et al., 2020; Syakur et al., 2020). Google Classroom exposes students with target language through the utilization of online learning materials. Google Classroom allows the presentation of videos as learning media (Sudarsana et al., 2019). It enables students to learn the pronunciation of words in target language (Fauzan & Arifin, 2019; Gani et al., 2015; Subandi et al., 2018). By accessing audio-visual media provided by the teachers, students can recognize pronunciation of many words (Sudarsana et al., 2019). It contributes to the improvement on their speaking skill. Moreover, the video used as learning materials is mostly presented by native speakers.

Besides, the presentation of learning materials in Google Classroom helps students to practice their intonation (Gani et al., 2015; Gudu, 2015; Salam, 2020a; Subandi et al., 2018; Syakur et al., 2020). Intonation in the target language is very essential for language learners in order to improve their speaking skill (Gani et al., 2015; Subandi et al., 2018; Syakur et al., 2020). The learning materials provided in Google classroom is dominated by the use of video. The use of video that shows how native speakers speak can be example for students in their practice (Gudu, 2015; Salam, 2020a). Students can observe the intonation of the native speakers of target language (Salam, 2020a).

The use of Google Classroom enables teachers to design speaking activities to improve students' fluency (Alkhoudary & AlKhoudary, 2019; Al-Marroof & Al-Emran, 2018; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sudarsana et al., 2019; Sulisworo et al., 2020; Syakur et al., 2020). Features in Google Classroom allows students to submit their assignment in the form of video. Students can practice their speaking frequently as the assignment requires them to explain something and record it (Sansinadi & Winarko, 2020; Subandi et al., 2018). When students have more opportunity to make video recordings to explain or describe something in target language, it will contribute positively to their fluency.

In term of students' grammar, Google Classroom allows students to be exposed with varied grammar in the target language (Al-Marroof & Al-Emran, 2018; Cristiano & Triana, 2019; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Khalil, 2018; Rahmad et al., 2019; Rosdiana & Sulistyawati, 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sulisworo et al., 2020). It can support their speaking skills. Students can learn grammar from the learning materials provided by the teachers (Gudu, 2015; ozak & Albantani, 2018). When students have many references to the grammar in target language, it will make their speaking better.

Google Classroom is also found help students to build their vocabulary (Al-Marroof & Al-Emran, 2018; Cristiano & Triana, 2019; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Khalil, 2018; Rahmad et al., 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sudarsana et al., 2019; Sukmawati & Nensia, 2019). When students exposed with target language frequently, they will receive more vocabularies. Students will have opportunity to recall the vocabulary when they need to use it in their communication (Khalil, 2018; Rahmad et al., 2019; Rozak & Albantani, 2018). Google Classroom give spaces for students to learn various vocabularies in the target language through the presentation of video, songs, and other learning materials. The more vocabulary repertoire owned by the students, they will be more communicative.

Lastly, Google Classroom can improve students' speaking skill in term of their comprehension (Al-Marroof & Al-Emran, 2018; Cristiano & Triana, 2019; Fauzan & Arifin, 2019; Gani et al., 2015; Gudu, 2015; Khalil, 2018; Rahmad et al., 2019; Rosdiana & Sulistyawati, 2019; Rozak & Albantani, 2018; Salam, 2020a; Sansinadi & Winarko, 2020; Subandi et al., 2018; Sulisworo et al., 2020; Syakur et al., 2020). Google Classroom is an exciting platform that provides various alternative resources for students learning and critical thinking. Google Classroom a feature that allows students to be more active in the group discussion. They can share ideas, be inspired, and construct cooperative learning from the discussion (Alkhoudary & AlKhoudary, 2019; Rozak & Albantani, 2018). Using Google Classroom, students could discuss the lesson material or specific topics. They can share their thought and then discuss them with their teacher. The students' success in language learning can be increased by asking questions through discussion and combining more activities to increase students' comprehension and ability to critically thinking.

Rozak and Albantani (2018) stated that Arabic language material posted by the teacher through Google Classroom allowed communication two-way between teacher and student. When discussing at Google Classroom, students have a chance to get feedback and create communication indefinitely (Sudarsana et al., 2019). Fauzan and Arifin (2019) stated that the better feedback in learning is given, the greater the students' activeness so that language learning would be effective. Students' comprehension of language learning in speaking practice also will be increased. Gudu (2015) argues that when the students try to learn to speak a language, teachers should strive to teach using the target language, such as vocabulary, grammar, and fluency, to support students in achieving the target language. Interaction of language learning is reciprocal communication between teachers and students to reach learning

goals conveniently. Students would feel motivated and interactive to ask and think critically (Subandi et al., 2018).

Improving Writing Skills

Students' online learning has continued to evolve since technologies have produced more up-to-date e-learning possible. Writing skill is one of the essential skills to teach; technology has improved students' writing (Rosyada & Sundari, 2021).

The results of the present study identify several aspects of writing skills that involve content, organization, vocabulary, language use, and mechanics (Heaton (1989) Inayah and Nanda, 2016), as shown in Figure 5.

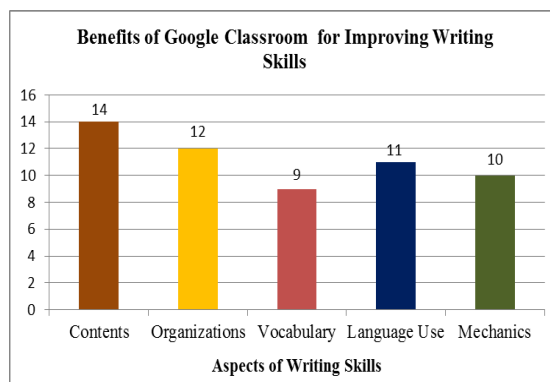


Figure 5. The Benefits of Google Classroom for Improving Writing Skills

Figure 5 shows the benefits of Google Classroom for writing skills aspects. It revealed that Google Classroom benefits the most on the Contents aspect of writing skills discussed in 14 articles. Organizational skills became the second aspect of writing skills, with 16 articles discussing the improvement using Google Classroom, followed by Language Use discussed in 11 articles, Mechanics aspect discussed in 10 articles, and Vocabulary discussed in 9 articles.

The use of Google Classroom is beneficial to improve students' writing skill. Some studies highlighted that the content of students' writing can be improved through Google Classroom since students can access various online materials to elaborate their topic of writing (Chuaphalakit et al., 2019; Cristiano & Triana, 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Jeong, 2016; Rosdiana et al., 2018; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Shahraneet et al., 2016; Sihotang et al., 2020; Sujannah et al., 2020; Zafrin, 2018). Students have opportunities to read various resources to enrich their writing. The result of students' writing can be more critical and comprehensive. Moreover, the feature in Google classroom allows teachers to provide various topics and materials for students to supplement their writing. Through Google Classroom, students could be involved to write the contents based on their interest in the form of short texts such as essays or reports (Chuaphalakit et al., 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021).

In terms of text organization, the use of Google Classroom allows teachers to provide sample of writing and its explanation for the students (Chuaphalakit et al., 2019; Cristiano & Triana, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Jeong, 2016; Rosdiana et al., 2018; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Sihotang et al., 2020; Sujannah et al., 2020; Zafrin, 2018). Students can learn the organization of text better through the visualization and explanation given by the teacher (Chuaphalakit et al., 2019; Cristiano & Triana, 2019). In its practice, Google Classroom allows students to create and utilize documents in online word and presentation programs in individual, collaborative, and group activities. These activities can maximize the outcomes of students writing (Hamid &

Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Jeong, 2016; Rosyada & Sundari, 2021).

Students vocabulary can be built in the online learning in Google Classroom (Chuaphalakit et al., 2019; Cristiano & Triana, 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Shaharaneet al., 2016; Sujannah et al., 2020). Students have more vocabularies when they are frequently exposed to the target language (Chuaphalakit et al., 2019; Sujannah et al., 2020). Google Classroom exposes students with target language in more interesting way through the presentation of audio-visual and colorful materials. Rich vocabulary repertoire contributes to the quality of students' writing. It is because students have more choices to express their idea (Inayah & Nanda, 2016; Rosyada & Sundari, 2021; Shaharaneet al., 2016; Sujannah et al., 2020). Therefore, their writing will be more expressive.

The use of Google Classroom enable students to learn about the language use. Students can adjust the language used for their writing based on its purpose (Chuaphalakit et al., 2019; Cristiano & Triana, 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Sujannah et al., 2020; Syakur et al., 2020; Zafrin, 2018). Since Google Classroom enriches students vocabulary, students will have more word choice when they need to adjust to the purpose and audience of their writing. It contributes to the ability of students to identify the language use in their writing (Cristiano & Triana, 2019; Fonseca & Peralta, 2019).

The last writing aspects improved in Google Classroom is mechanics (Chuaphalakit et al., 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016; Janah & Yuniarti, 2019; Rosyada & Sundari, 2021; Rozak & Albantani, 2018; Sujannah et al., 2020; Syakur et al., 2020; Zafrin, 2018). Students can practice mechanics through sample of writings and learning materials provided by the teachers (Chuaphalakit et al., 2019; Fonseca & Peralta, 2019; Hamid & Romly, 2021; Inayah & Nanda, 2016). Collaborative learning activities also contribute to the students' awareness toward mechanics on their writing. Google Classroom facilitates peer review or peer feedback activities that can be utilized to improve students writing skill, especially their mechanics (Chuaphalakit et al., 2019; Inayah & Nanda, 2016).

Learning writing skills in the Indonesian language through Google Classroom also significantly impacts students. According to Rosdiana et al. (2018), students could understand the material in an interactive, productive, effective, and constructive. Learning languages in the digital environment could motivate students to learn writing. Writing skill is a capability that assists students in expressing the idea to a definition word or delivering the message through writing. It could encourage students to practice writing autonomously (Fonseca & Peralta, 2019). The students could arrange their learning autonomously were writing as a language learning process.

Improving Reading Skills

The utilization of technology is essential to support students' reading skills. According to Sulistyanto and Imada (2020), reading is an interactive process that implicates the reader to use their understanding of the content and structure of the text to build up the meaning of the text.

The present study identifies several aspects of reading that students must develop in learning language skills based on Schumm (2007), such as vocabulary, comprehension, fluency, and phonemic awareness, as shown in Figure 6.

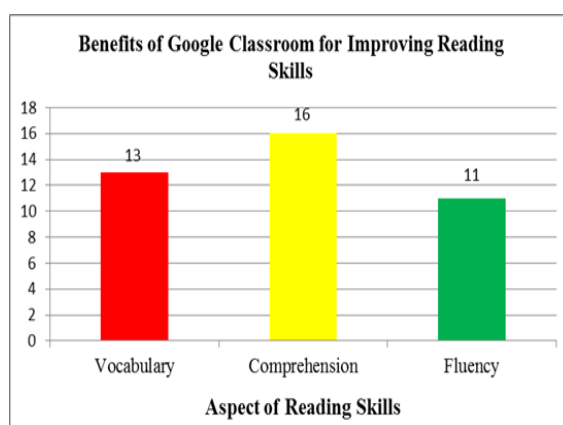


Figure 6. The Benefits of Google Classroom for Improving Reading Skills

Figure 6 shows the benefits of Google Classroom on several aspects of reading skills. Comprehension became the most aspect of reading skills discussed in 16 articles, followed by the Vocabulary aspect being discussed in 13 articles, and Fluency being discussed in 11 articles.

To achieve reading comprehension, students must also do online discussions through Google Classroom. Students could present or share the information from the book they had already read. They could have the opportunity to get feedback directly through online discussion or necessary assistance when found it challenging to comprehend the material or want to learn more about language material.

2. Challenges of Google Classroom in Language Learning

Implementing Google Classroom as an online learning platform utilized by many teachers has served many benefits, especially in language learning classrooms. Otherwise, the challenges cannot be avoided. The challenges encountered when implementing Google Classroom in language learning are varied. Previous studies highlighted several challenges, including overall low effectiveness, low online learning pedagogical readiness, technological challenges, and lack of students' self-efficacy/self-regulated learning. Figure 7 below displays the results of the reviews on the challenges in implementing Google Classroom according to previous studies.

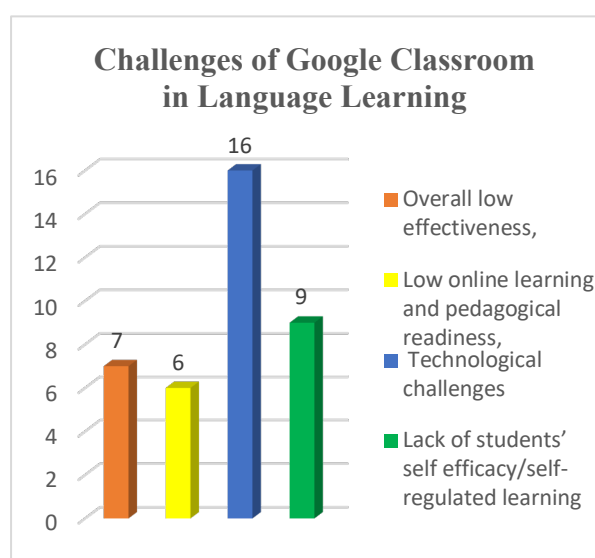


Figure 7. Challenges of Google Classroom in Language Learning

CONCLUSION

Based on the findings and discussion in this study, it can be concluded that Google Classroom is one of the best applications for students' online practice of many languages. Google Classroom has been implemented to encourage online learning environments of familiarization with language learning. The utilization of Google Classroom could increase students' language learning processes. It motivates students to participate in the discussion, provides a platform for sharing learning material and progress, the teachers' ability to provide various language learning material, assisting students' understanding and submissions of assignments and feedback. Google Classroom enhances students' learning, especially language skills. Through Google Classroom, students can increase their listening by sharing audio materials or self-recorded with their classmates. Students can find resources to improve their reading comprehension and better understand the language lesson. Students also have an opportunity to receive and provide feedback from their teacher and classmates when they submit their assignments. It can improve their writing skills and enhance their communication through discussion.

The findings also highlighted challenges in implementing Google Classroom as a language learning platform: low effectiveness, low online learning pedagogical readiness, technological challenges, and lack of students' self-efficacy/self-regulated learning. Those challenges are interrelated in which each challenge contributes to the other challenges.

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