Education, Language, and Culture (EDULEC)
e-ISSN : 2809-3135
p-ISSN : 2809-6088
Volume.3 Issue.2 August 2023 : 161-172
DOI: https://doi.org/10.56314/edulec.v3i2

The Effect of Using Google Classroom as an English Learning Media for the Seventh Grade Students at SMP Negeri 1 Bajeng

Fifi Citra Walia[1], Sukmawati[2], Muliaty Ibrahim[3]
[1]English Education Department, Universitas Megarezky, Makassar,*Indonesia*
E-mail: Fificitrawaliaa@gmail.com
[2]English Education Department, Universitas Megarezky, Makassar,*Indonesia*
E-mail: sukmar.dilla@unimerz.ac.id
[3]English Education Department, Universitas Megarezky, Makassar,*Indonesia*
E-mail: muliatyibrahim17@unimerz.ac.id

***Received**; 27 July 2023, **Accepted**;, 01 August 2023, **Published;** 07 August 2023*

Abstract
This study aims to determine the effect of using Google Classroom as a medium for learning English on class VII students at SMP Negeri 1 Bajeng. The research method used is a quantitative method with a Quasi Experimental Design research design which consists of two classes, namely the experimental class using Google Classroom and the control class using conventional methods. The sample of this study was the seventh grade students consisting of 29 students for the experimental class and 29 students for the control class. Data collection techniques in this study used pre-test and post-test. The results of this study indicate that the post-test experimental class has a mean value of 87.41 and the post-test control class has a mean value of 76.03. The results of the data analyzed using the independent sample t-test, show that Sig.(2-tailed) is 0.003 lower than 0.05 so that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected so that there is an effect on students' reading comprehension results after using Google Classroom. Based on the results of this study, it can be concluded that the use of Google Classroom as an English learning medium has an effect on seventh grade students at SMP Negeri 1 Bajeng, especially students' reading comprehension.

Keywords: *Learning Media, Google Classroom, Reading Comprehension*

Lisensi Creative Commons Atribusi 4.0 Internasional

INTRODUCTION

The development of information technology in the 4.0 revolution era has resulted in all human activities cannot be separated from information technology (Sujarwo, et al., 2020; Amaliah, et al., 2023; Imran, et al., 2022;2023; Nurhikmah, et al., 2023), the use of the internet known as IoT (Internet of Things), including teaching

and learning activities (Rangkuti,2019) The internet has become an effective and efficient part of getting and exchanging data and information without looking at the dimensions of space and time. The development of internet technology today affects various aspects of life, including aspects of government, economic, social, to education (Fauzan, 2019; Nurhikmah, et al., 2021).

The perceived impact of the development of information technology science is the emergence of interesting media that provide benefits for students themselves with interesting media that was pay attention to the differences in the characteristics, interests, and talents of students, which leads to student learning motivation and improves learning outcomes. Another advantage is that information technology can overcome the problems of space, time and distance in the learning process (Arruji et al,2020; Sasabone, et al., 2022; 2023).

According to the research of Sukmawati and Nensia (2019), Google Classroom has an important role in learning. It is proven that students can focus on discipline because assignments are given time limits. This innovation can be in the form of developing learning media and learning methods. The use of learning media that has not been used in teaching and learning activities, making processes learning becomes monotonous and boring. However, in practice not all teachers can develop learning media. The ability and knowledge of teachers in the field of development is minimal, it is difficult for teachers to innovate more. Educators, in this case teachers who master the material have not been able to present a form of learning using Google Classroom as a learning media (Anggaraeni,2015)

Learning Media

According to the word media comes from the Latin is the plural form of the word medium which literally means 'intermediary' or 'introduction' there are many limitations that people place on the media. According to the Association for Educational Technology and Communication in America. For example, limiting the media as all forms and channels used by people to channel messages/information.

Bretz divides media into three types, namely media that can be heard (audio), media that can be seen (video), and media that can move. Visual media are further grouped into three, namely visual images, lines (graphics), and verbal symbols. In addition to classifying media into the three types above, According to Sukartiwi in Asyhar (2021) there are several advantages to be gained with using learning media, namely: (a) increase student motivation (b) prevent student boredom in participating in a learning process teach (c) make the teaching and learning process run more systematically (d) make it easier for students to understand the teacher's instructions in the learning process teach (e) strengthen students' understanding in the context of the lesson expected.

Google Classroom

According to Syakur (2020) Google Classroom is a Google Apps for Education (GAFE) feature released in August 12, 2014. Google Classroom is a web-based way to create virtual classrooms. Google Classroom can be used to transfer assignments, submit, and even grade them. Google Classroom is a free option available to anyone who creates a Google Application for Education account. Google

Classroom is a very useful application for online education because it is completely free and can be used on any device. A feature that adds sophistication to the app is its ability to be used collaboratively in groups. There are several advantages to using Google Classroom as a learning management system.

Bilfaqih & Qomarudin (2015:4) in Kamalia (2021) explain the benefits obtained from learning online through google classroom including: 1) Can improve the quality of education and training by utilizing multimedia effectively in learning. 2) Increasing the affordability of quality education and training through implementation of learning in the network. 3) Emphasize the cost of providing quality education and training through use of shared resources. To use Google Classroom, you can do it via the network computer or cellphone, or other android, to be used install the application or in the form of a google classroom web. And of course, you have to make sure it is connected with a sufficient internet connection, because google Classroom is an application that can only be run online. If users using android, then it can be directly downloaded via google play store. (Ning Fina Inayatus Sofa 2020)

Reading Comprehension

According to Grabe and Stoller (2002) Cited in Nurainun (2017) said that reading comprehension is the ability to understand or obtain information from a text. Furthermore, the Partnership for Reading defines reading comprehension as understanding the text read, or the process of constructing meaning from a text. That is, a reader must be able to interpret what the text means well. There are several types of reading. According to the Success Media Literature Team (2009) in Amzani (2017), "There are several types of reading, namely:1) Reading aloud is reading aloud 2) Reading silently is reading without making a sound 3) Extensive reading is reading as much text as possible in a short time 4) Intensive reading is reading important details in a text 5) Regular reading or reading the text from line by line 6) Scanning or scanning, namely skimming the important parts, especially the title, table of contents, and foreword 7) Speed reading or skimming is reading the text in a fast way.

Reading comprehension skills according to Darmawansyah (2014) in Kurnia (2020) are divided into three levels, as follows: Literal Comprehension, Interpretive or inferential understanding, Critical Reading Comprehension. Reading has a purpose, because someone who reads with a purpose, tend to understand more than aimless person. Regarding the purpose of reading, rivers and temporally propose seven main goals in reading, as follows: 1) To obtain information for a purpose or feel curious about a topic 2) For instructions on how to do something tasks for work or daily life (e.g., know how household appliances work) 3) To act in a drama, play a game, finish puzzles 4) To connect with friends by correspondence or to understand business letters 5) To know when and where something will happen or what which is available 6) To find out what is happening or has happened (as reported in newspapers, magazines, reports) 7) To get pleasure or entertainment.

METHOD

Technique of Collection Data

The main procedures of this research where test consists of: pretest, treatment, posttest, and documentation. The steps are as follows:

Pretest

This research was holding on the same day for each group study. The initial abilities of students in this study were balanced is the ability in English subjects so that the two groups, namely the experimental group and the control group departed from the same initial ability. The test for pre-test was same as posttest that consist of 20 items multiple choice.

Treatment

The researcher was given treatment in meetings It was carried out four times face-to-face for the control class and four times for the experimental class. experimental class receives material by using Google Classroom as a media and control class receive material without using Google Classroom or using Conventional Method.

Posttest

After the treatment is completed, the next activity is giving a final test or posttest. The results of this posttest are used to find out the extent to which learning outcomes are achieved in each group, after through the data analysis process, it can be seen whether learning English using Google Classroom can have said to have an effect on student learning outcomes.

Technique of Collection Data

The analysis of each variable was being measured with the help of the SPSS 26 for Window program

Descriptive Statistical Analysis

This data analysis technique was being analyzed in a quantitative descriptive manner Analysis of the data used in this study was processed using Statistical Package for Social Science (SPSS) statistics version 26 for windows to calculate the percentage of each question item and determine the effect of using Google classroom as an English learning media t for the seventh grade students at SMP Negeri 1 Bajeng.

Inferential Statistical Analysis

Inferential Statistics is a data analysis technique used to determine the extent of the similarity between the results obtained from a sample with the results to be obtained in the population as a whole. Normality test, Homogeneity test, and Hypothesis test.

Table 2.5 The Scale of Students' Reading Comprehension

The Score of Reading Comprehension Level	**Category**
93-100	Very Good

	84-92	Good
	75-83	Fair
	50-74	Poor
	<45	Very Poor

RESULTS AND DISCUSSION

The results of research conducted at SMP Negeri 1 Bajeng. This research was held for approximately six weeks with once a week for six weeks in both the experimental class and the control class. Then the learning process was carried out without using Google Classroom as an English learning media for four meetings and at the sixth meeting a posttest (final test) was given to find out whether there was a difference in students' reading comprehension in the two classes.

1. Description of the students' score pretest in experiment and Control class. The description of the students' pretest results in the experimental and control class can be seen in the table below:

Table 2.8 The students' score pretest in experiment and Control class

No	Value interval	Categories	Frequency (F)		Percentages (%)	
			Experiment	Control	Experiment	Control
1	93-100	Very Good	-	-	-	-
2	84-92	Good	5	3	17%	10%
3	75-83	Fair	5	6	17%	21%
4	50-74	Poor	8	12	28%	41%
5	<45	Very Poor	11	8	38%	28%
Total			29	29	100%	100%

Based on table 2.8 in the control class, it shows that there are 3 students or 10% of students who state that students' reading comprehension was in the Good category, 6 students or 19% were in the Fair category, 12 students or 41% were in the Poor category, and 8 students or 28% were in the Very Poor category. Based on the description, it was found that the students' reading comprehension qualifications before being given treatment were in the Poor category.

While in the experimental class, it showed that there were 5 students or 17% who stated that students' reading comprehension was in the Good category, 3 students or 11% were in the Average category, 21 students or 72% were in the Poor category.

2. Description of the students' score pretest in experiment and Control class. The description of the students' pretest results in the experimental and control class can be seen in the table below:

Table 2.9 The students' score posttest in experiment and Control class

No	Value interval	Categories	Frequency (F)		Percentages (%)	
			Experiment	Control	Experiment	Control
1	93-100	Very Good	11	5	38%	17%
2	84-92	Good	9	5	31%	17%
3	75-83	Fair	7	9	24%	31%
4	50-74	Poor	2	9	7%	31%
5	<45	Very Poor	-	1	-	4%
Total			29	29	100%	100%

Based on table 2.9 the percentage of posttest scores for students' reading comprehension, it shows that there are differences in students' reading comprehension after being treated with Google Classroom for the experimental class and using conventional methods for the control class. The control class is dominated by students who have reading comprehension in the Fair category with a percentage of 31%. Meanwhile, the experimental class was dominated by students with the Very Good category with a percentage of 38%.

3. Description of the data statistic pretest and posttest result in experiment and Control class. The description of the students' pretest and posttest results in the experimental and control class can be seen in the table below:

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest Control	29	60	30	90	60.34	18.172
Posttest Control	29	60	40	100	76.03	15.663
Pretest Eksperimen	29	75	15	90	58.79	23.286
Posttest Eksperimen	29	45	55	100	87.41	11.697
Valid N (listwise)	29					

Source: IBM SPSS Statistic Version 26

Based on the table 2.7 above, it shows that N = Valid 29 and 0 students are missing from the experimental class and the control class. The range of pretest in the experimental class was 75 and the post-test is 45. While the pre-test for the control class was 60 and the post-test is 60. The minimum pre-test in the experimental class was 55 and the post-test is 60, while the pre-test for the control class is 15 and the post-test is 55. The maximum pre-test in the experiments class was 90 and post-test is 100. While the pre-test for the control class is 90 and the post-test is 100. The mean of the pre-test of the experimental class was 58.79 and the post-test was 87.41. Meanwhile, in the control class, the pre-test score was 60.34 and the post-test score was 76.03. In the experimental class the pre-test Std.deviation was 23.286 and the post-test deviation was

11.697. While in the control class the pre-test was 18.172 and the post-test was 15.663.

Table 2.12 Independent Sample T-Test Posttest Experiment Class and Pretest Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Google Classroom	Equal variances assumed	1.625	.208	-3.135	56	.003	-11.379	3.630	-18.651	-4.107
	Equal variances not assumed			-3.135	51.823	.003	-11.379	3.630	-18.664	-4.094

Source: IBM SPSS Statistic version 26

Based on the table, it is found that the probability value is less than 0.05, which means that there is a significant difference in initial reading comprehension between the experimental class and the control class after being given treatment. If the T_count value is 3.135 compared to the T_table value of 2.003 by looking at the value of = 5% and df = 56, then T_count has a value greater than T_table (-3.135>2.003). Thus, it can be concluded that T_count > T_table, this means that the posttest data obtained shows that there is a significant difference.it can be concluded from the discussion that there is a significant effect between the pretest and posttest. This shows that there is an increase in students' reading comprehension before and after the treatment is given. Thus, H_0 is rejected and H_a is accepted. Thus there is a significant difference between the mean of pretest score and posttest which means that there is a significant effect of using google classroom as an English learning media for the seventh grade students at SMP Negeri 1 Bajeng.

CONCLUSION AND RECOMMENDATION

Based on the results of the research that has been done and the discussion that has discussed, it can be concluded that the using of Google Classroom as an English learning media for seventh graders has an effect on students' reading

comprehension. The students' reading comprehension in the experimental class, before and after being given treatment in the form of using Google Classroom as an English learning media, has increased, from Poor to Good category. The students' reading comprehension in the control class, before and after being given treatment, increased, from Poor to Fair category. This shows that there is an increase in students' reading comprehension before and after the treatment is given. This can be seen from the significant difference in learning outcomes due to using different learning media. The application of Google Classroom learning media is more influential than the application of the conventional model. Further researchers are expected to be able to develop this research by examining the Google Classroom learning media more deeply.

REFERENCES

Aini, Yulia Isratul. (2019). The The Use of Google Classroom as an English Learning Media. *Edu-Ling: Journal of English Education and Linguistics* 2(1). https://doi.org/10.32663/edu-ling.v2i1.473.

Al, Munasiah et. (2021). Efektivitas Penggunaan Google Classroom Sebagai Media Pembelajaran Daring. *GAUSS: Jurnal Pendidikan Matematika* 4(2). https://doi.org/10.30656/gauss.v4i2.3090

Albashtawi, Abeer Hameed, and Khaleel Bader Al Bataineh. (2020). The Effectiveness of Google Classroom among EFL Students in Jordan: An Innovative Teaching and Learning Online Platform. *International Journal of Emerging Technologies in Learning* 15(11):78–88. https://doi.org/10.3991/IJET.V15I11.12865.

Amzani, Arum Alfi. (2017). "Upaya Peningkatan Kemampuan Pemahaman Membaca Siswa Melalui Metode Global Berbantuan Media Gambar Dan Alat Peraga Pada Siswa Kelas I SD." Universitas Kristen Satya Wacana.

Anggaraeni, Nurul. (2015). Pengembangan Media Pembelajaran Berbasi Multimedia Interaktif Menggunakan Adobe Flash CS5 Untuk SMK Kelas XI Kompetensi Keahlian Administrasi Perkantoran Pada Kompetensi Dasar Menguraikan Sistem Informasi Manajemen." Universitas Negeri Yogyakarta.

Arruji, E. D. O., Program Studi, Pendidikan Biologi, Jurusan Pendidikan, Ilmu Pengetahuan, Fakultas Ilmu, Tarbiyah Dan, Universitas Islam, and Negeri Syarif. 2020. "Pengaruh Google Classroom Terhadap Hasil Belajar Pada Konsep Sistem Gerak."

Asyhar, Rayandra. (2021). Kreatiif Mengembangkan Media Pembelajaran. *Metode Pembelajaran* 28.

Atikah, Rini-, Rani Titik Prihatin, Herni Hernayati, and Jajang Misbah. (2021). Pemanfaatan Google Classroom Sebagai Media Pembelajaran Di Masa

Pandemi Covid-19. *Jurnal Teknologi Pendidikan* 7(1):1–12. https://doi.org/10.31980/jpetik.v7i1.988

Cantika Sari Dewi. (2020). The Effectiveness of Google Classroom as English Learning Assistance. 1(1):47–53.

Denilasari, Nanda. (2018). Pengaruh Penggunaan Google Classroom Terhadap Respon Siswa Sebagai Media Pembelajaran. *Skripsi*.

Fauzan, Fauzan, and Fatkhul Arifin. (2019). The Effectiveness of Google Classroom Media on the Students' Learning Outcomes of Madrasah Ibtidaiyah Teacher Education Department. *Al Ibtida: Jurnal Pendidikan Guru MI* 6(2):271. https://doi.org/10.24235/al.ibtida.snj.v6i2.5149

El Fauziah et al. (2019). Penerapan Google Classroom Dalam Pembelajaran Bahasa Inggris Kepada Guru-Guru Bahasa Inggris Smp Di Subang. *Abdimas Siliwangi* 2(2):183. https://doi.org/10.22460/as.v2i2p183-191.3281

Hamzah, Hasni. (2019). Improving Students' Reading Comprehension Using Newspaper. Universitas Muhammadiyah Makassar.

Isma Farina. (2021). Pengaruh Penggunaan Google Classroom Terhadap Hasil Belajar IPA Siswa Kelas X Di SMAN 12 ENREKANG. Universitas Muhammadiyah Makassar.

Jufri, Aslan. (2020). Pengaruh Penggunaan Google Classroom Terhadap Hasil Belajar Mahasiswa Kelas a Angkatan 2017 Program Studi Pendidikan Sosiologi Universitas Muhammadiyah Makassar. Universitas Muhammadiyah Makassar.

Kamalia, Asaratul. (2021). Pengaruh Pembelajaran Daring Melalui Google Classroom Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XII SMAN 1 Ketapang. *Jurnal Inovasi Penelitian*.

Kartikawati. (2014). The Effect of Using Story Gloves Strategy Toward Reading Comprehension in Narrative Text of the First Grade Students At SMA 2 Mandau,Duri. State Islamic University of Sultan Syarif Kasim Riau.

Kaukab Abid Azhar, Nayab Iqbal. (2018). Effectiveness of Google Classroom : Teachers ' Perceptions. *Prizren Social Science Journal* 2(2):1–16.

Kementerian Pendidikan Dan Kebudayaan. (2017). *Panduan Penilaian Oleh Pendidik Dan Satuan Pendidikan Sekolah Menengah Pertama*. 4th ed. edited by M. Lubis. J: Kementerian Pendidikan Dan Kebudayaan.

Kurnia, Shania Dwi. (2020). The Effect of Reciprocal Teaching Strategy on Students' Reading Comprehension. Universitas Negeri Makassar.

Luana Sasabone, Sunarlia Limbong, Fien Pongpalilu, Dewi Nidia Soepriadi, & Yuriatson Jubhari. (2022). Utilizing WhatsApp As An Educational Technology Tool In Improving Students' Speaking For ESP Instruction. EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL, 2(2), 170–179. https://doi.org/10.56314/edulec.v2i2

Luana Sasabone, Yuriatson Jubhari, Anwar Taufiq, Tuan Nordin bin Tuan Kechik, & Nurul Amaliah. (2023). Applying Google Classroom As An Instructional Technology Media In Improving Students' Reading For English For Specific Purposes (ESP). EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL, 3(1), 110–119. https://doi.org/10.56314/edulec.v3i1

Muhammad Chairil Imran, Khaliq Bashar, Budiarti Putri Uleng, Nina Ariani, Sukmawati, Suharti Siradjuddin, Sujarwo, & Irman. (2022). The Impact of Computer Assisted Language Learning (CALL) Technology on Indonesian Learners' Speaking Skills. IJOLEH : International Journal of Education and Humanities, 1(2), 183–189. https://doi.org/10.56314/ijoleh.v1i2

Muhammad Chairil Imran, Khaliq Bashar, Dwi Syukriady, & Budiarti Putri Uleng. (2023). The Feasibility of Live Streaming DW English As Reading Instructional Technology Media For ESP (Learner Perspective) . EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL, 3(1), 120–126. https://doi.org/10.56314/edulec.v3i1

Nasution, Masitoh. (2019). Improving Students ' Reading Cmprehension Of Descriptive Text By Using Rainbow Card In Feedback Strategy. University of Muhammadiyah Sumatera Utara.

Ning Fina Inayatus Sofa. (2020). Pengaruh Penggunaan Google Classroom Terhadap Motivasi Belajar Peserta Didik Mata Pelajaran PAI Di SMK Darul Hidayah Tirtoyudo Kabupaten Malang. Universitas Islam Negeri Sunan Ampel.

Nirfayanti, Nirfayanti, and Nurbeti Nurbaeti. (2019). Pengaruh Media Pembelajaran Google Classroom Dalam Pembelajaran Analisis Real Terhadap Motivasi Belajar Mahasiswa. *Jurnal Penelitian Matematika Dan Pendidikan Matematika* 2(1):50–59.

Nurainun. (2017). Improving The Student's Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction At Grade VIII Private Islamic Junuir High School Ali Imron Medan. State Islamic University of North Sumatera Medan.

Nurhikmah H, N. H., Hakim, A., Kuswadi, D., Sulfianti, S., & Sujarwo, S. (2021). Developing Online Teaching Materials for Science Subject During Covid-19 Era. Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan, 6(8), 1198-1206.

Nurul Amaliah, Sunarlia Limbong, Nur Ina Syam, Fahmi Room, & Khaliq Bashar. (2023). Using Technology as Learning Media to Enrich ESP Students' Speaking Skill for Indonesian Higher Education Students. IJOLEH : International Journal of Education and Humanities, 2(1), 43–51. https://doi.org/10.56314/ijoleh.v2i1

Nursyahrina, Herlia, Lady H. Retami, Rika Pratama, Syahla Putri Salsabil, Muhammad Taufik Ihsan, and Teacher Training. (2021). The Use Of Google Classroom In English Teaching And Learning Process At Senior High School Level. *Jurnal Riset Dan Inovasi Pembelajaran* 1(2):123–33.

Prihastuti, Yuli Susanti. (2013). Improving The Reading Comprehension of The Eighth Grade Students of SMPN 1 Wonosari By Using The Visualization Strategy In The Academic Year of 2012/2013. Yogyakarta State University.

Rachma, Evi Aulia, Ratna Nurdiana, Economic Education, Study Program, and Lamongan Campus. (2020). The Effect Of The Implementation Of Google Classroom Digital Media For The Easy Of Teachers In Assesing. 2(2):119–25.

Rangkuti, Rafiqa Ulfah. (2019). Penggunaan Aplikasi Google Classroom Sebagai Media Pembelajaran Berbasis Blended Learning Pada Mahasiswa Teknologi Pendidikan Program Pascasarjana Univesitas Negeri Medan (UNIMED). 3(1996):888–93.

Sabran, and Edy Sabara. (2019). Keefektifan Google Classroom Sebagai Media Pembelajaran." *Prosiding Seminar Nasional Lembaga Penelitian Universitas Negeri Makasar* 122–25.

Sitti Nurjannah, & Arini Nurwijayanti Ridwan. (2022). Needs Analysis on English Language Learning of Software Engineering Students of SMK Kartika XX-1 Makassar . EDULEC : EDUCATION, LANGUAGE AND CULTURE JOURNAL, 2(3), 301–311. https://doi.org/10.56314/edulec.v2i3

Sujarwo, S., Sukmawati, S., Akhiruddin, A., Ridwan, R., & Siradjuddin, S. S. S. (2020). An analysis of university students' perspective on online learning in the midst of covid-19 pandemic. Jurnal pendidikan dan pengajaran, 53(2), 125-137.

Sukiman. (2012). *Pengembangan Media Pembelajaran*. 1st ed. edited by M. T. N.H. yogyakarta: Pedagogis.

Sukmawati, Sukmawati, and Nensia Nensia. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies* 1(2):142–45. https://doi.org/10.29103/ijevs.v1i2.1526.

Sulisworo, Dwi, Rakhmatul Ummah, Miftah Nursolikh, and Widodo Rahardjo. (2020). The Analysis of the Critical Thinking Skills between Blended Learning Implementation: Google Classroom and Schoology. *Universal Journal of*

Educational Research 8(3 B):33–40. https://doi.org/10.13189/ujer.2020.081504

Sutirman, M. Pd. (2013). *Media Dan Model-Model Pembelajaran Inovatif*. 1st ed. yogyakarta: Graha Ilmu.

Syakur, Abd. (2020). The Effectiveness of English Learning Media through Google Classroom in Higher Education. 475–83.

Tafonao, Talizaro, Sion Saputra, and Rosita Suryaningwidi. (2020). Learning Media and Technology: Generation Z and Alpha. *Indonesian Journal of Instructional Media and Model* 2(2):89. https://doi.org/doi: 10.32585/ijimm.v2i2.954

Wibowo, W., and N. Astriawati. (2020). The Effectiveness of Using Edmodo Based E-Learning in the Applied Mechanics Course. *Journal of Physics: Conference Series* 1511(1). https://doi.org/10.1088/1742-6596/1511/1/012121

Zhao, Fang. (2019). Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom. *International Journal of Higher Education* 8(1):37–43. https://doi.org/10.5430/ijhe.v8n1p37