



Utilizing Google Workspace for Teaching English as A Foreign Language

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Abstract

The rapid advancements in information and communication technology (ICT) have transformed the education sector, particularly in integrating digital tools into teaching practices. This study explores the utilization of Google Workspace for Education in teaching English as a foreign language at Politeknik Negeri Lampung. Using a qualitative descriptive method, data were collected through semi-structured interviews with five English lecturers. The findings reveal that tools like Google Classroom, Docs, Slides, Meet, and Drive. Enhance teaching efficiency, foster collaboration, and improve student engagement. These tools support diverse teaching learning activities, including material preparation, interactive learning, and formative and summative assessments. Moreover, the accessibility of Google Workspace allows learning to take place anytime and anywhere, aligning with the demands of modern education. This study underscores the importance of lecturers developing ICT skills to leverage digital tools effectively and create innovative learning environments. The integration of Google Workspace significantly contributes to improving the quality of English language teaching learning in the digital era.

1. INTRODUCTION

Considering the rapid change of the times towards the digital age, as it is today, it requires a certain willingness to keep up with its evolution, both in terms of facilities and infrastructure, physically and mentally [1]. The impact of the rapidly changing times will bring many changes and challenges, as well as advances in technology and communication [2]. Information technology is an important part of human culture and was developed for the benefit of people [3] [4]. It is therefore natural that there will always be various concerns related to the aspirations of each era. Therefore, it is not only technology that defines its advantages and disadvantages, but also the evolutionary dynamics of society and human development that defines it as a continuous process. In the current era of Industry 4.0 [5], the development of information and communication technologies in education is of great importance for the teaching and learning process. Education needs to be able to adapt to the rapid development of technology in order to facilitate the process of implementing education in both teaching and assessment activities. In terms of education, information and communication technologies play a dual role for lecturers, both as a medium or tool to support learning and as learning materials or resources for students. Against this background, information and communication technologies are closely linked to the world of education and play a key role in the development of modern education.

The developing predominance of innovative integration in English instruction, crediting it to the increased inspiration experienced by students when utilizing computers and other innovative apparatuses compared to course readings. Also, Cutter underscores the improvement of both lecturers' and students' aptitudes through innovation, as well as the differing run of educating and learning conceivable outcomes it offers.

Innovation has the potential to offer different points of interest to dialect learners. There are a few points of interest related with English learning. Firstly, it gives students with a broader introduction to the English dialect through real-world intuitive with other students in an internet setting. Furthermore, it offers adaptability in terms of learning, as students have the flexibility to select when and where they lock in the learning prepare. Thirdly, English learning obliges diverse learning styles, catering to visual and sound-related learners alike. Fourthly, it bolsters the improvement of particular abilities, empowering students to concentrate on specific regions of center. Furthermore, online English learning is reasonable for students with changing levels of capability. In conclusion, it cultivates a more dynamic learning encounter for student [6].

The high expectations of our country's children depend on the quality of human resources and the students' ability to master science and technology. These expectations can be met through education at home, in the community and in the school environment. *Undang-Undang No. 20 Tahun 2003, Pasal 39, Ayat 2* on the National Education System, states that lecturers are professional personnel responsible for planning and implementing the learning process, evaluating or assessing learning outcomes, providing instruction and training, and conducting research and research and community services, especially for lecturers in higher education institutions. According to this provision, in the current digital age, lecturers are obliged to improve their knowledge and expertise in the field of educational activities based on information and communication technologies [7]. For this reason, today's lecturers must take advantage of the technological possibilities widely available in the field of education, both in the form of hardware and software.

A number of software features as learning media that Google has adapted to the requirements of the current educational era make information and communication technology easily accessible, making it much easier for lecturers to improve the quality of education [8]. Google Workspace for Education is one of the applications formerly known as Google Suite for Education, a set of Google tools and services used for collaboration for schools. Google Workspace for Education is a Google product that includes a set of productivity and collaboration products that educational institutions can utilize with cloud storage to handle learning content. To use Google Workspace for Education, you need an Internet connection, a web browser, and a mobile device such as Android, iOS, or Windows. Google Workspace for Education features provide educational institutions with free applications such as Gmail, Meet, Classroom, Drive, Docs, Slides, Forms, and Sheets that effectively improve the quality of education [9] [10] [11] [12] [13].

The advancement of science and technology in education has led to further development of activities in the educational process. This means that this technological development brings about many big and small updates and changes in the field of education, such as how lecturers teach, how students absorb learning, and how they incorporate learning materials. Usually, learning activities are carried out in face-to-face meetings, but now the teaching and learning process can also be done remotely or at home [14]. Google Workspace for Education is a Google platform that offers a variety of features designed to help lecturers and students learn and innovate together, and it offers a variety of cloud-based applications that can be easily deployed in all classrooms of educational institutions [15]. With this in mind, researchers want to know how Google Workspace can be utilized in teaching English. This research is important because it highlights the practical benefits and challenges of integrating Google Workspace into English language teaching, especially in the context of vocational higher education. It provides insights into how digital tools can enhance learning engagement, collaboration, and flexibility. Previous research often focused on general ICT use or student perspectives, but lacked specific, in-depth analysis of how English lecturers utilize various Google Workspace tools in real teaching contexts. This study fills that gap by offering detailed, lecturer-based perspectives on implementation, effectiveness, and pedagogical adaptation.

2. RESEARCH METHOD

The study was conducted using a qualitative descriptive method [16], that is, a study that focuses on the subject's perspective, that is, who gets something from the subject's behavior, for example, their behavior or thought process. The study describes the actual situation or phenomenon where the study was conducted, describing the situation or phenomenon as it occurs there. Data collection was conducted through semi-structured interviews. A semi-structured interview is an interview format that does not use specific instructions for the questions to be asked, but instead focuses only on the key points and essentials of the questions directed to the survey respondents. Data collection was conducted through semi-structured interviews.

The subjects of this study are five lecturers who teach English at Politeknik Negeri Lampung. The equipment required for this study includes stationery, a laptop, and an online meeting application (especially Google Meet) to conduct interviews with search functions. The systematization carried out in this study is divided into three processes: the preliminary research phase, the research phase, and the data analysis phase. In the search phase, the researcher considers various research requirements such as the points and contours of the research subject points, then considers the research tools, prepares a virtual meeting using Google Meet functions, and fills out the permission form to conduct the interviews. In the second stage, this stage of the research phase, the researcher carries out the interview process using the Google Meet application, asks some questions directly, and interviews the points conveyed precisely. During this stage, the recordings of the interviews are reviewed. The final stage of this study is the data analysis process. The data obtained during the interviews are compared with the recordings of the interviews, transcribed, and the researcher analyzed the data and concluded that.

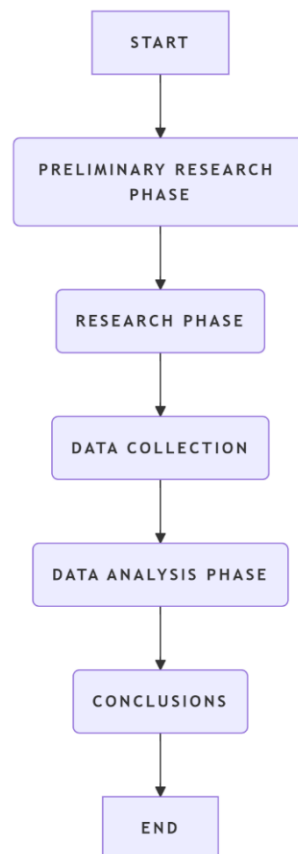


Figure 1. Flowchat

3. RESULTS AND DISCUSSION

3.1 Utilization of Google WorkSpace for Teaching English as a Foreign Language

Current technological advancements have had a significant impact on the education sector. Due to the impact of digitalization, education needs to be based on information and communication technology. Like Google, the Internet is a key factor for the sustainability of development in the digital age. Google has had a significant impact on the digitalization progress and has introduced various features that help people in different fields. In the education sector, Google has introduced Google Workspace for Education, a software and web-based service that can be accessed anytime and anywhere to promote and advance the digital age [18].

Lecturers are transformative in learning because they interact directly with students. The presence of ICT in such an open society provides students with the opportunity to access information quickly and accurately. If lecturers are unable to keep up with these advances, the skills of the students will be superior to those of the lecturers. Therefore, lecturers must have competent skills in the field of ICT and be ICT competent,

even if ICT knowledge alone is not enough. Lecturers need to be technically trained to meet the demands of 21st century learning. This obviously means that lecturers need to be truly proficient in ICT, especially ICT skills for using collaborative learning models and multimedia with ICT. This capability is intended to support instructors in various ways, including the preparation of English teaching materials, the English teaching process, and the English assessment of learning, in order to motivate students towards their learning goals. The use of Google Workspace for Education by lecturers in English learning is a major contribution to the face of education in the current digital era. Google Workspace for Education can be used by lecturers as a learning medium and as an assessment tool for students. Google Workspace for Education features are Gmail, Meet, Classroom, Drive, Docs, Slides, Forms, and Sheets [19].

Google Workspace for Education is progressively recognized as an important apparatus within the English as a Foreign Language, especially for vocational education. Firstly, the application of Google Workspace for Education devices altogether makes strides student inspiration and state of mind towards learning English. The intuitively nature of instruments like Google Classroom, Docs, and Drive cultivates a more locks in learning environment, driving to a more positive state of mind among learners [20]. Furthermore, students utilizing Google Workspace for Education detailed upgrades in their learning aptitudes. The collaborative highlights of Google Workspace permit for real-time criticism and peer interaction, which are significant for dialect securing, empowering students to hone their dialect abilities more regularly. Besides, Google Workspace for Education gives a adaptable stage that can be gotten to from various devices, permitting students to memorize anytime and anywhere—particularly advantageous for tall school students with changing plans. The suite incorporates applications such as Gmail, Google Drive, Google Calendar, and Google Meet, encouraging communication and organization. To viably actualize Google Workspace in an English as a Foreign Language setting, lecturers can utilize Google Classroom for overseeing assignments and giving input, empower collaboration through shared records in Google Docs, organize virtual gatherings utilizing Google Meet to improve talking hone, and coordinated interactive media assets accessible through Google Drive to bolster assorted learning styles. In conclusion, the integration of Google Workspace for Instruction into English dialect educating presents noteworthy focal points that upgrade inspiration, make strides learning abilities, and give adaptable get to to instructive assets. As innovation proceeds to advance, leveraging these apparatuses can lead to more viable dialect instruction and superior results for students in English as a Foreign Language settings.

3.2 The Implementation of Tools in Google Workspace for Teaching English as a Foreign Language

Excerpt 1:

“I know that technology advancements were exceptionally fast, so as a address, we ought to be recognizable with innovation. I actualized those Google applications with my colleagues conjointly with students in lesson. In face-to-face learning, these applications really help me to make dynamic learning exercises, indeed online”.

This statement appears that utilizing of Google Workspace for Educating English, not only it were in online learning, but also these applications truly offer assistance exercises in offline classes. Speakers must be able to prioritize the requirements of their students whereas making utilize of a assortment of assets. Worldwide requests require the world of instruction to continuously adjust to innovative advancements to move forward the quality of instruction, particularly the utilize of information and communication innovation within the learning handle.

Based on the interview's result, researcher found Google Classroom, Google Slides, and Google Docs as learning media and other tools for summative evaluation such as Google Drive, Google Sheets, Google Meet and Google Site were too utilized in productivity technology-based English learning process.

Excerpt 2:

“The applications commonly used untill now in my English class, such as Google Classroom, Google Site, Google Slides, Google Forms, Google Sheets, Google Docs, Google Meet, and Google Drive. I just use it occasionally, depending on the situation and needs. Using these applications student collaboration in active and creative learning activities can be created. All activities become more structured. Students can easily study anywhere”.

This statement tells us that the lecturer utilized Google Workspace since it made simpler for instructors to encourage educating and learning process for students. The lecturers said that there were those who preferred content, sound, audio-visual, psychomotor, which was specifically noteworthy, and so on. With

Google Workspace, it got to be more shifted in terms of materials and activities to met desires of the students. Google Workspace may be a Google item that contains efficiency and collaborative devices accessible in cloud capacity for instructive educate as a office for the learning handle. Google Workspace gives total online learning offices, the accessible applications make it simpler for lecturers to connected with students.

a. Google Classroom

Google Classroom permits lecturer to convey assignments, screen student advance, and give input. Lecturers and students can collaborate through lesson gatherings. Google Classroom offers adaptability, where clients can get to at the time and put they need. This is often what the lectures' statement within the interview, which can be clarified as takes after:

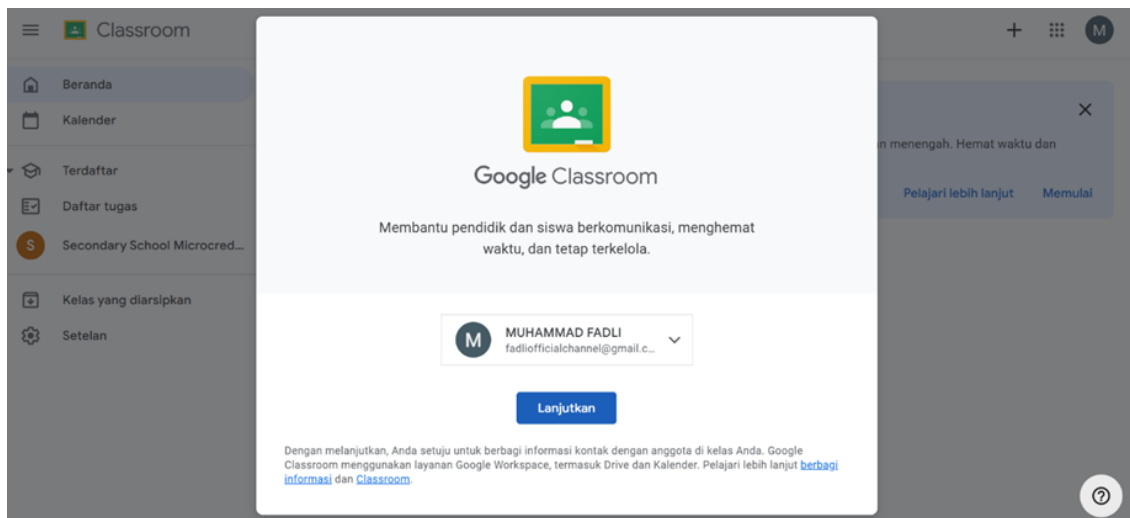


Figure 2. Google Classroom

Excerpt 3:

"I utilize Google Classroom as an direct message, ordinarily a include for uploading assignments. There's moreover a include to invite parents, but that's uncommon; only sometimes do we collaborate with other lecture".

Based on this statement, Google Classroom is used as a medium for collaboration. Lecturers can direct students to access the application and they will use by providing a link via the class forum.

b. Google Docs

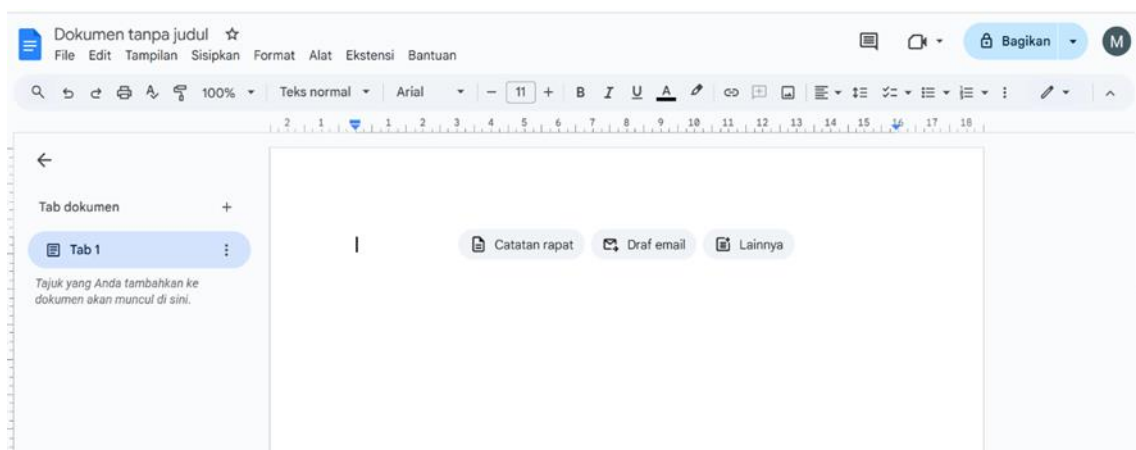


Figure 3. Google Docs

In the classroom, the lecturer asked students to prepare a draft narrative text that was created in the previous meeting and shared Google Docs links for collaborative activities with students. Students directed to compile the draft into a complete procedural text using Google Docs and also has been guiding students to creatively edit their writing by utilizing the tools available in Google Docs.

Excerpt 4:

“Last week, you made a draft narrative text; today, you will compile the draft into a complete narrative text through Google Docs collaboratively. I will share the link to you. Please be create in editing your writing using the tools in Google Docs. You can add some picture in it”.

According to this statement, students wrote a draft narrative text before. They were free to write texts. This task is carried out collaboratively in pairs.

c. Google Slides

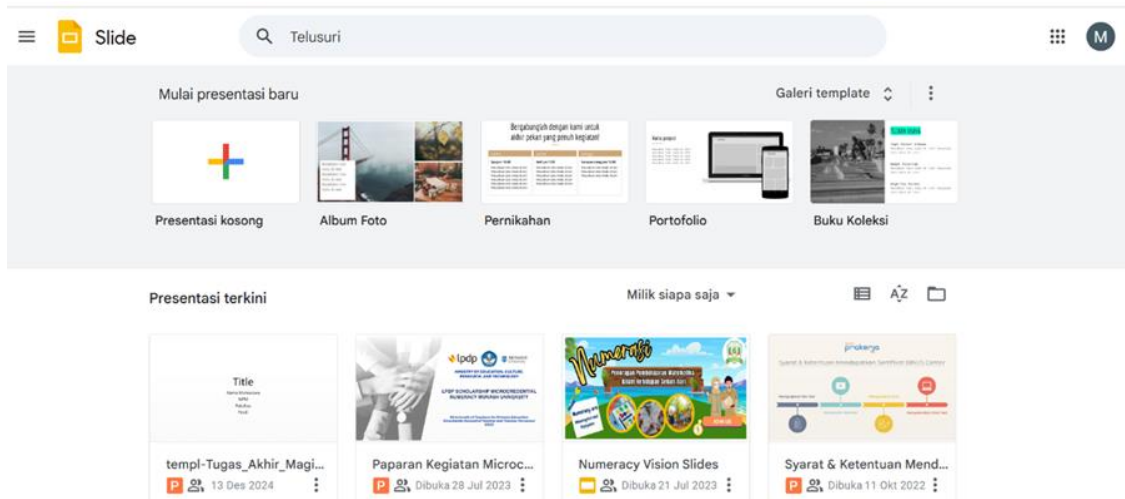


Figure 4. Google Slide

Google Slides was used in learning narrative text. At the beginning of the lesson, the lecturer provided stimulus by showing a video to find out the students' understanding. the lecturer has been showing video about *Malin Kundang*. The video was displayed via Google Slides, and then lecturer asked several related questions as explained bellow.

Excerpt 5:

"I have a video about *Malin Kundang*. Watch the video. Have you ever seen it? After seeing the video, do you can telling the story?".

Discussions

During Information and Communication Technology (ICT) is a technology consisting of hardware or software that acts as a means of managing information/data and communication. This technology is practically and simply represented by computers (device hardware) and application programs (software) [5]. Data/information is processed and generated through various forms of media such as text, graphics, still images, photographs, movies, animations, simulations, etc. Communication methods make this possible in cyberspace. Information and Communication Technology (ICT) consists of two parts: Information Technology and Communication Technology. 1) Information technology includes all forms related to the ordering process, use as tools, manipulation and management of information. 2) Communication technology includes a variety of things related to the use of tools to process and transmit data between devices.

Technology is a system created by humans for a specific purpose. By improving and developing skills, technology can be used to improve the ability to send messages, produce more goods faster, process more data, deliver information, and more. Information and Communication Technology (ICT) is familiar to most people. When they hear the word technology, they immediately think of something that smells electronic. When technology is used in education, it requires the lecturer to truly explore or master the technology and use it in the classroom. As a result of globalization, technology has developed rapidly and the exchange and dissemination of information has become more easily accepted. Information and Communication Technology (ICT) is part of the technology that needs to be developed in the education sector because the success of a country's development depends on the quality of its educational outcomes. Likewise, the quality of education depends on the lecturers, who can give new atmosphere and color to the learning process and increase students' motivation through various renewable innovations that they bring to the world of education.

The benefits of ICT are closely related to the responsibility of collecting, managing or processing, storing, researching, presenting and distributing educational data and information so that the public can receive relevant information accurately and efficiently. In particular, information and communication technologies are a means of adding value by generating information that is very fast, complete, accurate, transparent and up-to-date. The benefits of ICT include Internet technology. The Internet is an information carrier that can transmit information and facts openly and responsibly. Its existence opens new gaps towards the improvement of education, where data, facts and information can be owned openly and honestly by everyone.

The implementation of ICT use in Indonesia is not understood by some people, especially the main tasks and functions of lecturers. ICT plays a very important role in educational technology, as it is designed to process, share, develop, coordinate and create communication. ICT for education requires channels and means that can be used as a means of transmission and dissemination in the world of education. The use of ICT aims to help educational institutions to implement and improve education so that they can provide adequate information services to their communities at home and abroad. As a result of ICT, people can learn faster than before the introduction of technology. The term "information technology" appeared in the late 1970s and is usually used to mean the technology of computers and electronic data processing. There are challenges and deterrents in actualizing technology change in University, the dull side of advanced change in instructing, and the move from double digitalization to advanced learning spaces. The affect of advanced change on learning in instructive teach has been investigated. Lecturers' discernments of computerized change within the classroom through the utilize of tablets have been considered, as well as rudimentary students' discernments of resilience through innovation upheld instruction in digital change. In the interim, the most challenges confronted by instructive establishment pioneers and principals in executing advanced change incorporate constrained innovative foundation, need of digital skills among lecturers, and they have to be coordinated instructive innovation into existing educational program and educating strategies.

ICT is the complex study of data, information, processing and delivery methods, and integration means that each component is interconnected and not composed of separate parts or details. With the development and convergence of communication technology, various technologies and applications have been developed to enhance the operational activities of people's lives, so that lecturers are no longer bothered by technology (technological stuttering) through ICT devices. Organizations including teaching and learning activities. In this case, the development and promotion of ICT requires lecturers, who are experts, to develop educational materials to promote the changes in information transmission, application and knowledge management that are taking place in the world of education.

The development of science and technology has created quality and standards for many future generations, so the use of technology in education must be creative and intelligent. The development of science and technology in the world of education has made it possible for lecturers and students to communicate through online systems and use online media [17]. The use of information and communication technologies in lecturers' work, for example in the planning process, implementation process, evaluation and monitoring process, is aimed at speeding up the work, which in turn motivates lecturers and allows them to always give their best in their work. For example, in the process of giving lecturers, lecturers could only write by hand or enter manual input before, but now they are switching to computers to simplify and speed up their work. The use of ICT facilities makes it possible to completely renew the delivery of courses. Students can study using PowerPoint presentations and learning videos prepared by the lecturer. This is expected to increase students' motivation to learn. Many information and communication technologies are also used in the assessment process. Tests are no longer conducted with pencil tests, but with computer-based tests. Modern education requires that lecturers are able to integrate ICT into their teaching, including planning, implementation and evaluation. An indicator of a competent and professional lecturer is that they are also able to adapt to the increasingly demanding developments in science and technology.

Google Workspace for Teaching English can not as it were be utilized as a learning medium but moreover as a capable apparatus for assessment purposes. Utilizing Google Workspace makes things less demanding for lecturers in numerous ways, for case, in planning instructing materials, within the instructing handle, and in surveying or assessing learning. Google Workspace can oblige students learning assessments with developmental and summative appraisals.

Based on the study result, utilizing Google Workspace for Teaching English can accommodate english teaching and learning process.

4. CONCLUSION

The integration of Google Workspace for Education in teaching English as a foreign language offers significant advantages, aligning with the technological advancements of the digital era. The tools provided by Google Workspace such as Classroom, Docs, Slides, Meet, and Drive. Empower lecturers to create interactive, collaborative, and flexible learning environments. These tools enhance both teaching methodologies and student engagement by accommodating diverse learning styles and enabling real-time collaboration and feedback.

Lecturers at Politeknik Negeri Lampung have successfully utilized Google Workspace to improve teaching practices, particularly in preparing teaching materials, delivering lessons, and conducting assessments. Features like Google Docs foster collaborative writing, Google Slides enhance multimedia learning, and Google Classroom streamlines assignment management and communication. Additionally, the accessibility of these tools promotes learning anytime and anywhere, which is especially beneficial in accommodating students' varied schedules.

The findings underscore the necessity for lecturers to continuously develop their ICT competencies to adapt to the demands of modern education. By leveraging Google Workspace, lecturers not only enhance the quality of language instruction but also equip students with the digital skills necessary for success in a globalized world. Ultimately, the effective utilization of Google Workspace for Education transforms the traditional teaching paradigm, fostering innovation and achieving better learning outcomes in English as a foreign language education.

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