



# THE EFFECTIVENESS OF USING GOOGLE EDUCATIONAL APPLICATIONS IN DEVELOPING THE SKILLS OF ENGLISH LANGUAGE TEACHERS

Lecturer, Amal Sabbar Julaid

Ministry of Higher Education and Scientific Research

University Of The-Qar/ College of Education

Thi-Qar, 64001 Iraq

E-mail: [amalsabar14@gmail.com](mailto:amalsabar14@gmail.com)

Article history:		Abstract:
Received:	14 <sup>th</sup> December 2023	This study aims to investigate the impact of using Google educational applications in developing the skills of English language teachers. To achieve this goal the quasi-experimental method is used by selected two groups (experimental and control). The number of the teachers who they are selected (90) individuals. By pre-and post-tests, the required data is obtained. By t-test, it is found that:  There are differences in the average scores for the basic four skills. For reading skill, it is clear that the Experimental group outperformed the control group.  there are no differences between the average scores of males and females in the experimental group that studied using Google applications.
Accepted:	10 <sup>th</sup> January 2024	
Published:	14 <sup>th</sup> February 2024	
<b>Keywords:</b> Google applications, skills, English, teaching		

## INTRODUCTION:

Generally, the language is considered a basic tool that is used to communicate and get the knowledge and information. The increased development of the technologies leads to the necessity to follow them in the various fields such as education. There are more applications that are used to learn English that are powerful, simple and free such as Google application(Nurmala,2019). According to(Singh,2020) Google applications such as Google classroom had been established by the international institutions for education. This platform helps both teachers and their learners in the various activities associated with the learning process. The other applications from Google such as forms, sheets, translate, slides, ...permits the checking of the students' assignments. The teacher could make the grading process automatically and this more powerful than the conventional methods(Oktaviana, 2023). Other applications such as Youtube, offers multiple videos that learners could use it for learning. Learners could learn and practice through the shorts, tutorials, songs, and films. This could improve the speaking skill, increase the vocabulary, enhance the pronunciation and improve the grammar(Riswandi,2016).

(Meinawati,2020) mentioned that individuals who learn a second language experiences multiple challenges associated with the various English skills such as the weakness of vocabulary, non-understanding the grammar. In addition to lack of proficiency in pronunciation. (Hongsa,2023) mentioned that covid-19 has an important effect on the learning methods. Therefore, It was necessary to change the conventional methods. Therefore, the technology integration in learning contexts. Employing the technology applications in learning permits the teachers to meet the requires of the learners who live far away from their schools by synchronous approaches and non-synchronous. However, some teachers may experience some difficulties to offer the information to their students using the electronic online applications. Additionally, these applications make the learners able to interact with their teachers and increase their motivation to learn the English skills.

## THE STUDY CONCEPTIONS:

### Skill:

It is defined as board abilities and qualifications or a portion of an inclusive competency approach within construction, It also involves the ability to do a selected task such as language (Abdel-Wahab,2005).

### Teaching:

It is a form that impacts among the individuals and aims to improve their knowledge. It is an interactive method, includes the content, classrooms, teachers who they transmit their information to their students during specific definable times and communicate with them to get the feedback (Rajagopalan, 2019).

### Google Applications:

They are powerful and effective tools which integrated together to achieve the requirements of works, educations, and other fields. They include Gmail, translate, Docs, Calendar, Youtube, Drive, Slide, ... (Amin, 2020).

### Related Works:

**(Mohamed, 2021)** investigated the effect of the online and mobile apps on English learning skills, the number of participants were 80. The researcher designed a questionnaire to gather the data. The outcomes have shown that the online apps impact positively on the English education and learners tend to use these applications. However, the impact of these apps on listening and speaking skills, was lower. The study suggests that online apps could be used sharing with the traditional learning.

**(Basri, 2019)** aimed to investigate the Google-apps to develop the writing skills, and determine the factors which lead to employ the Google apps in the educational process and overcome the challenges that related to writing skills for English learning. He mentioned that the information technology could be integrated with the Google apps in the educational process to improve the learners' writing skills.

**(Nguyen, 2022)** implemented a case study to specify the advantages of Google-docs in improving the writing skills and determine the challenges that are associated with this process. The study also concentrates on investigating the learners' tendency to employ the Google-docs for writing tasks. The number of learners in this study was 45. The study is implemented by interviews and questionnaires. The results shown that the Google-docs impacts positively on the learners' writing skills.

**(Nuryatin, 2023)** aimed to study the employing of Google apps in the electronic education during covid-19 period. The required data is gathered from different sources like books, news, papers. The outcomes of the study present that during the covid-19 period, Google-classrooms are employed as an electronic learning tool by the teachers due to its simplicity for the learners to access. Additionally, these classrooms increase the learners understanding and could increase their activities.

**(Diana, 2021)** determined the learners' problems and challenges of employing the Google classrooms in learning English during the pandemic. The number of the learners who they shared in this study was 443. The required data is gathered from a questionnaire that is implemented by Google forms with fifty questions. The results presented that the basic learners' problems that are associated with the English skills appear due to the vocabulary lack. Additionally, some of these challenges are represented by uploading and downloading the documents and videos.

**(Albashtawi, 2020)** studied the Google technique employing effect on the writing as well as reading skills of the diploma English learners and determine the learners' tendency to use the Google platform as an electronic tool. The number of learners was 26 students. The quasi-experimental approach is used based on the pre/post-test. The outcomes presented that the Google apps enhance the selected skills and the learners tend to use these apps due to its simplicity and accessibility.

**(Tai, 2020)** discussed the Google apps using to develop the adolescent EFL students. This study includes 112 students who studied English using Google apps for 2 weeks. The outcomes have shown that the employing of Google improved their confidence in the communication and decrease their anxiety during the speaking.

### LITERATURE REVIEW:

#### • The using of Google apps in learning:

Google site was established in 1998, its characteristics continued to develop and now it is the most visited engine in the world. Recently, novel tools and apps from Google are evolved in several fields such as work, education, data collection, designs, entertainment, ... (Amin, 2020) There are several free Google platforms, such as Google (docs, drive, form, sheet, ...) and Youtube. They could be accessed using smart phones, laptops, tablets or any device that is connected with the internet. With the increase of the electronic education and technology, (Basri, 2019) mentioned that the innovative activates that are evolved to create an environment centers on the learner to improve the learning outcomes. According to (Widodo, 2017), Google apps is a powerful tool that could be employed by schools and universities to communicate and participate at the same time. Additionally, the ideas could be shared by learners and instructors more effectively and rapidly in getting the information.

#### Examples of Google apps:

Google apps contain several applications that are employed in the education. They are employed to create the educational content such as Google-(drive, slides, docs, sheet, scholar, Gmail,...) that are free and students could exchange the files and videos among each other. The next section, there are some of these applications:

#### • Google drive:

It is a storage platform, free and online. The users could make folders to save their files and share the documents with the others. Furthermore, any Google file (docs, slide, form,...) could be saved automatically on these apps. Additionally, they could upload the documents and insert any link they want from their own account on Google-drive. Moreover, instructors could make a contacts lists of their learners and insert them to several groups (Lamont, 2015).

#### • Google Classroom:

It is a gratis platform for learning that backing the electronic and hybrid learning. The instructors could easily make classes virtually by these apps and invite the learners by their codes or Google mail accounts. The instructors could add tests, tasks, questions, and folders to receive the learners documents on the drive app(Heggart, 2018).

### • Youtube:

It is considered the most famous online and free platform. It provides the ability to view and listen various contents in English. It also permits the learners to exchange the videos between them and share the tutorial videos from the instructors channels(Budiargo,2015). Youtube is an electronic site that could be used to upload, download, and shared all over the world. Therefore, it could be used as a learning tool where students could learn courses that are uploaded by their teachers(Nawir,2022).

### • Google slides:

It is one of the Google apps that has the characteristics of PowerPoint. It permits the students and teachers to introduce the topics and lessons through various themes with several fonts, themes, animations(Amin,2020).

### • The advantages of employing Google apps for English learning:

1. They are considered as a form of electronic education that is used from anywhere and at the desired time(Sathish,2022).
2. They are considered as interactive tools which could be employed to help the learners to learn based on improving their skills(Hendriks, 2016).
3. These applications lead to increase the rates of participations due to the halves among the learners.
4. The educational contents could be revisited and used frequently.
5. They provide the ability to discuss, interact, share, collaborate ...
6. The distance challenges could be overcome, where learners could work together from different countries through the internet(Al harbi, 2012).
7. They are easy to use for both teachers and learners. The assignments could submit easily.
8. They have features that save the time as well as save a huge amount of teaching files and educational contents(Diana, 2021).

### Teaching English by Google apps:

In this study, Google applications would be used in this. The YouTube, that is one of the Google apps, it could be used to improve the learners' abilities in English. The videos and tutorials could improve English skills such as speaking, reading, ...Youtube could improve the learners motivation by making the learning process more attractive. It also increases the confidence and enthusiasm. The pronunciation abilities of the learners also could improve due to they listen to the language spoken and the native speakers, as well as imitating technics. It offers an opportunity for learners to observe the language naturally and practice to imitate the intonation, pronunciation, expressions(Meinawati,2020). According to (Klimova,2020), the recent researches have concentrated on integrating the reading skills with the technologies such as the electronic applications due to their ability to improve this skill. Klimova also mentioned that these applications provide the ability to use outside the classical classrooms so the teacher has to employ modern applications to develop the reading comprehension. Using the Google apps and other online applications provide various contents that enhance the learners' grammar that could fit the language learners of different competence(Tavakoli,2021). Multiple on-line grammar topics provide interactive feature that represent the feedback for the learners which requires learners to think in their answers. By this way, the learners could realize why their responses are true or false (Tavakoli,2021)

### • English skills:

The basic skills in English could be summarized as reading, speaking, writing, grammar, as well as listening. The vocabulary is considered as an essential part to learn the English and learner should accomplish the words to increase their stock of vocabulary. There are three types of vocabulary (active, Passive and reserve). It is the basic element of the English that should be learnt firstly before concentrating on the other issues. By improving this skill, the learner's ability to enhance the given task essence. Thereby, the skill possession and ability lead to the mastery in doing a specific activity(Nawir, 2022). The speaking is considered one of the major skills that support the learners' communication. By this skill, people could express their ideas, communicate each other orally. This skill could be improved by practice and makes experiences(Truong, 2022). The reading skill includes understanding and comprehension ability. It is an essential activity that could update the knowledge of the learners in addition to its importance for the academic excellence. It is one of the basic sources of the information so it is important to understand the other cultures. The learners should improve the reading skills in English through absorb and save a big amount of vocabulary. The teachers should make sure that their learners have a sufficient time for overall reading. Their fluency should develop by the self-instruction process(Irfansyah,2019). The academics in the universities exposed to big reading contents they should to deal for their searches and other issues. Therefore, this skill development depends on the learners' perception of the content and their ability to recognize the words, decoding, create a background(Klimova,2020). **Grammar** is considered the center of learning English. The teaching method has an essential role in developing this skill.

**Writing** is considered the most frequently activity where the learners' shift among drafting and reviewing with steps of re- planning between them. It is a skill that learners could explore and find out their ideas and building the meaning, and evaluating it simultaneously(Alodwan,2014).

## • Aims:

This study seeks to implement these points:

1. Introduce the Google apps and using these applications in the learning process.
2. Provide a framework about using Google apps to improve the English skills.
- 3- Selecting a group of English language teachers in the city of Nasiriya to study the impact of employing Google applications on the skills of English language teachers.

## • Importance:

The importance is represented by:

1. This study concentrates on employing the Google apps as a novel method of learning.
2. Teaching using Google apps has multiple advantages such as saving time, the accessibility to the files from anywhere.
3. Employing the Google apps improve the learners' skills.

## • The problem of study:

According to (Meinawati, 2020), learners experience different challenges such as the weakness in vocabulary, comprehend the texts, understanding and using the idioms, the false pronunciation, as well as the inaccurate spelling. (Nur, 2021) mentioned that despite multiple learners have a good amount of vocabulary, they have difficulty to express and explain the phrases and topics in English. These challenges include different skills such as vocabulary, reading and other skills(Khoirina, 2023). The increase of technology integration has contributed to create changes in learning the English as a second language. These developments lead to fast changes due to arrival of various online applications which increase the desire and motivation of the learners to mastery the language skills. The depending on the conventional methods is not enough to achieve this mastery. The novel tools support the learners to collaborate, share, and interact with the materials. They provide the ability to learn by listening, watching, practicing.

## Study hypotheses:

- There are statistically significant differences between the average scores of the experimental and control groups in favor of the experimental group in the English language skills test due to using Google applications.
- There are statistically significant differences between the average scores of the experimental group in the English language skills test as a result of using Google applications with regard to the gender variable.

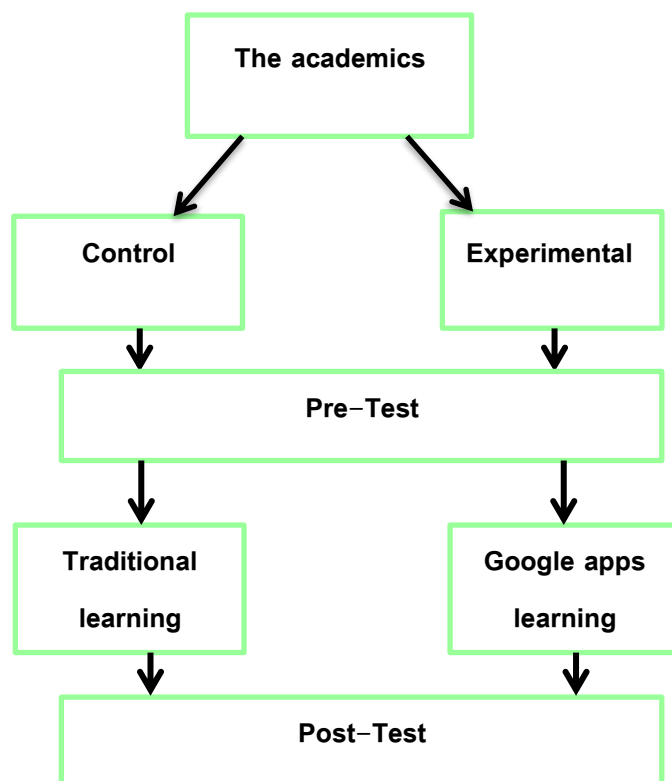
## METHODOLOGY:

This study depends on the Quasi-experiment approach which is used to assess the interventions. This Quasi-experiment does not depend on the randomization. It aims to prove the causality relation between the result and intervention. It uses the measurements of the pre/ post intervention in addition to non-random determined control sets(Harris,2006).

To achieve these study aims, the two groups are determined as follows:

- The first group is the control that is studied by the traditional method.
- The second group is the experimental that is studied by the Google apps.

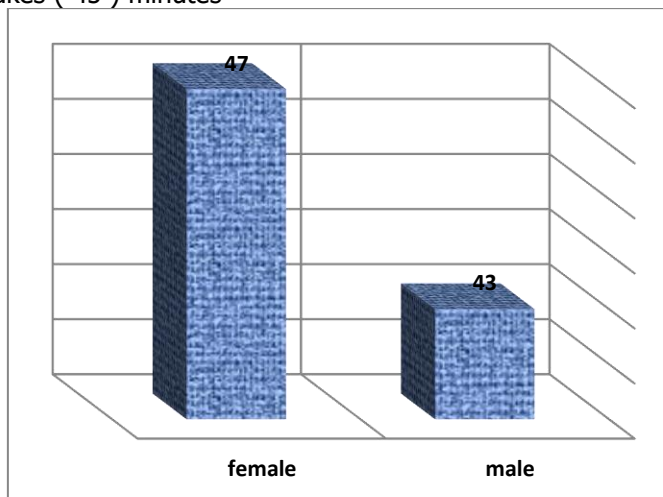
Experimental scheme of the study:



**Population & sample:**

The study sample consisted of 90 English language teachers (47 females and (43 )males) who were randomly selected during the second semester of the 2023/2024 academic year. The average age of students is (24-28) years. The researcher divided them into two groups: an experimental group consisting of 45 teachers who used Google applications, and a control group consisting of ( 45 ) teachers who did not use Google applications.

-The sample represents a subset of the complete population and it is considered as an operational shape of this population(Babbie,2010). The data is gathered from the post-test which includes (50) questions with 100 degree, 2 degree for each question. It takes ( 45 ) minutes



**Data analysis:**

SPSS is employed to analysis the data which is represented by the sample degrees after conducting the skills test, descriptive statistics contain the frequency, mean, in addition to standard deviations are used to check the sample's skills improvement using Google applications to learn English. T-Test is employed to examine the differences in the average scores of the studied groups. Effect size is also employed to determine the impact of learning via Google applications on language skills.

**Study Tools:**

-Youtube and Google slides are employed from the Google free application to improve the experimental group skills for four weeks by Youtube tutorials to improve the speaking, reading skills. Additionally, lessons and exercises are designed based on the Google slides to improve the writing and Grammer skills. The learning program using these apps to improve several skills for the teachers are summarized in the following table.

**Table 1 The teaching skills program**

Main Skills	Sub skills	Week1	Week2	Week3	Week4
<b>Reading</b>	Summarizing	✓		✓	✓
	Comprehensive	✓	✓		✓
	create background		✓	✓	
	Fluency	✓		✓	✓
	Understand the texts	✓	✓		✓
<b>Writing</b>	Spelling	✓		✓	
	Summarizing		✓		✓
	Drafting		✓	✓	
	Explaining	✓		✓	✓
<b>Speaking</b>	Fluency			✓	✓
	Vocabulary	✓	✓	✓	
	Pronunciation	✓	✓		✓
	Grammar		✓	✓	
<b>Grammer</b>	Tenses use		✓	✓	✓
	Types of words	✓			✓
	Idioms			✓	✓
	Punctuation	✓	✓		



To investigate the effect of employing the Google apps on the teachers skills in English, Pre- and post-test are done. The time of the test was about (45) minutes. The number of the questions is 50 questions. Each answer has two degrees. The total score is (100).

**The Equality of the two groups:**

Before starting the study procedures, it is necessary to verify that the two selected groups are equivalent, so a t-test was conducted to verify this as follows:

**Table 2 Equality of the two groups**

The group	Number	DF	Mean	T-Test	sig
Control	45	88	78.41	1.14	0.00
Experimental	45		79.03		

From the table It is found that the T value has no statistical significance at the level <0.05>, therefore there is no differences between the experimental and control groups, this meaning that they are equivalent.

**Verify the validity of the Test:**

To verify the veracity of the test statements, it is presented to a committee of arbitrators who they are specializing in the English language and teaching, and based on the committee’s opinions in evaluating the test in terms of meaning and linguistic formulation, it is relied upon in the study.

**Verifying the reliability of the Test:**

To verify this, the test is applied to a survey sample that includes (20) individuals, and the test is re-applied after 14 days. After that, the Cranach's alpha coefficient is calculated. It is found that its value equal to 0.84 (84%), and it is an acceptable value.

**Finding:**

1. After completing teaching the sample using Google applications, a post-test is conducted for both groups to compare their results in all the specified skills to verify the differences in the average scores between the experimental and control group. To achieve this, the T-test is used and the results are arranged in the table as follows:

**Table 3 Post-test results**

Skills		Group	Number	Mean	Stdev.	T-Test	Sig
Reading	Summarizing	Control	45	71.03	1.19	6.21	0.00
		Experimental	45	84.15	2.16		
	Comprehensive	Control	45	69.59	2.23	5.58	0.00
		Experimental	45	80.23	1.01		
	create background	Control	45	71.18	1.06	6.87	0.00
		Experimental	45	82.26	1.17		
Fluency	Control	45	73.61	1.21	4.36	0.00	
	Experimental	45	86.74	2.06			
Understand the texts	Control	45	70.19	2.27	6.14	0.00	
	Experimental	45	83.74	3.14			
Writing	Spelling	Control	45	76.23	1.08	5.89	0.00
		Experimental	45	84.45	1.15		
	Summarizing	Control	45	77.03	1.99	7.14	0.00
		Experimental	45	85.14	1.37		
	Drafting	Control	45	79.28	2.36	10.35	0.00
		Experimental	45	83.31	1.18		
Explaining	Control	45	74.12	1.25	9.88	0.00	
	Experimental	45	80.36	2.03			
Speaking	Fluency	Control	45	72.29	2.36	7.36	0.00
		Experimental	45	86.15	1.97		
	Vocabulary	Control	45	76.77	1.74	2.77	0.00
		Experimental	45	84.01	2.13		
	Pronunciation	Control	45	77.61	1.03	5.56	0.00
		Experimental	45	85.03	2.19		
Grammar	Control	45	78.89	1.09	9.06	0.00	

		Experimental	45	85.01	1.65		
Grammer	Tenses use	Control	45	71.21	1.20	7.69	0.00
		Experimental	45	83.21	1.36		
	Types of words	Control	45	80.02	1.74	6.87	0.00
		Experimental	45	86.17	2.34		
	Idioms	Control	45	75.69	1.29	10.26	0.00
		Experimental	45	82.33	1.31		
	Punctuation	Control	45	79.51	1.91	8.07	0.00
		Experimental	45	83.41	2.03		

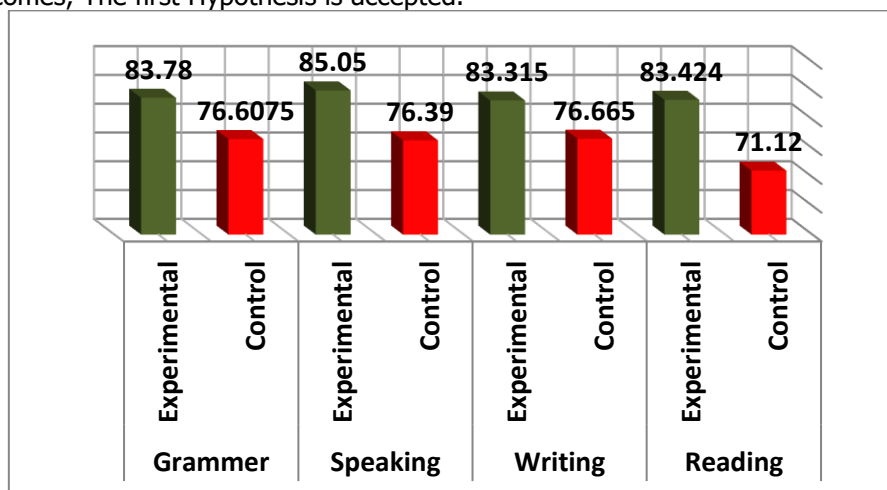
from the above table, it could be noticed that there are differences in the average scores between the experimental and control group. All T-values are significant at level <0.05>. It is also clear that, the average scores of the experimental group are higher that the control group ones. This indicates that the teaching based on Google apps has a positive effect on the outcomes of learning process.

**Table 4 The Means of the post-test for the four skills**

	Group	Mean	T-Test
Reading	Control	71.12	5.83
	Experimental	83.424	
Writing	Control	76.665	8.31
	Experimental	83.315	
Speaking	Control	76.39	6.18
	Experimental	85.05	
Grammer	Control	76.6075	8.22
	Experimental	83.78	
Total	Control	<b>75.19563</b>	<b>7.14</b>
	Experimental	<b>83.89225</b>	

The above table explains the differences in the average scores for the basic four skills. For reading skill, it is clear that the Experimental group with an average score (83.424) outperformed the control group with an average score (71.12) and this agreed with (Irfansyah,2019). The average score for the Google apps group is (83.315) for writing skills which is higher than the conventional group, this agreed with(Nguyen,2022). The average score for the Google apps group is (85.05), which for speaking ,skills and it is higher than the conventional group, and this agreed with (Truong,2022). Finally, the average score for the Google apps group is (83.78) for grammar skills which is higher than the conventional group, and this is also agreed with (Tavakoli,2021).

From the above outcomes, The first Hypothesis is accepted.



2. In order to verify the presence of differences in the average scores between males and females in the experimental group that is studied using Google apps, a t-test is used and the results are as follows:

	Group	Mean	St. dev	T-test
<b>Reading</b>	Male	82.425	1.031	1.16
	Female	84.424	2.21	
<b>Writing</b>	Male	85.316	1.98	1.35
	Female	81.314	1.34	
<b>Speaking</b>	Male	83.06	2.09	1.49
	Female	87.05	1.46	
<b>Grammer</b>	Male	84.56	1.27	0.87
	Female	82.99	2.04	

We note from the table above that the T-values show that there are no differences between the average scores of males and females in the experimental group that studied using Google applications. Therefore, the second hypothesis is rejected.

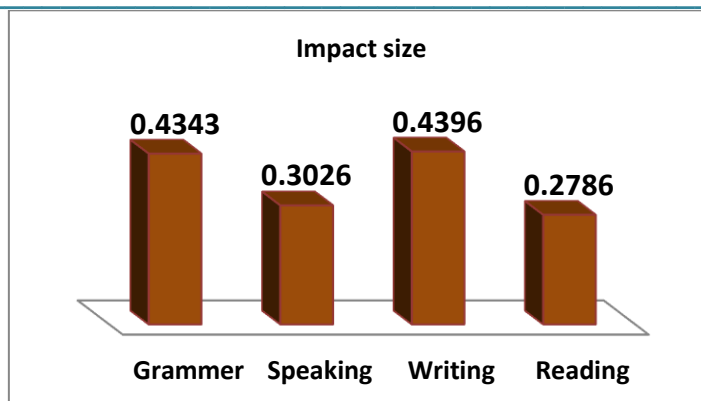
3-After conducting the post-test to measure the differences between the average scores of the two groups and verifying the hypotheses, it is necessary to estimate the size impact of the use of Google applications in teaching English language skills by calculating the Eta coefficient, and the following table summarizes the results:

**Table 5 ETA2 values**

Skill	ETA <sup>2</sup>
<b>Reading</b>	0.2786
<b>Writing</b>	0.4396
<b>Speaking</b>	0.3026
<b>Grammer</b>	0.4343
<b>Total</b>	0.36

We note that the effect size value is relatively large for the four skills. Thereby, Google applications improve the teaching of English skills by 36%. The reading skill teaching is improved by using the Google apps by 28% , the Writing skill teaching is improved by using the Google apps 30%, and the grammar with 44%.





**CONCLUSION:**

Using the Google applications in the English learning process has the ability to improve the language skills. To prove this issue, two groups are used in this study with pre-post-tests. By applying two types of Google applications (You Tube and Google slides), the results are summarized as:

- There are differences in the average scores for the basic four skills. For reading skill, it is clear that the Experimental group outperformed the control group. The average score for the Google apps group for writing skills is higher than the conventional group. The average score for the Google apps group for speaking skills is higher than the conventional group. Finally, the average score for the Google apps group for grammar skills which is higher than the conventional group.
- From the T-values, there are no differences between the average scores of males and females in the experimental group that studied using Google applications.
- The effect size value is relatively large for the four skills. Thereby, Google applications improve the teaching of English skills by 36%. The reading skill teaching is improved by using the Google apps by 28% , the Writing skill teaching is improved by using the Google apps 30%, and the grammar with 44%.

**RECOMMENDATIONS:**

1. Study the impact of other Google apps such as Google docs, translate, drive,.. on teaching the learning skills.
2. Re-apply this study for other populations such as school students.
3. Study the effect of using Google apps on the motivation of learners.

**REFERENCES:**

1. Mohamed, O. I. (2021). The Effectiveness of Internet and Mobile Applications in English Language Learning for Health Sciences' Students in a University in the United Arab Emirates. *Arab World English Journal*, 12(1), 181-197.
2. Basri, H., Hashim, H., & Yunus, M. M. (2019). Using Google Apps as learning strategy to enhance ESL Writing. *Creative Education*, 10(12), 2649-2657.
3. Nguyen, T. H. N., & Thi Thuy Hue, N. (2022). Use of google docs in teaching and learning english online to improve students' writing performance. Nguyen, THN, & Nguyen, TTH (2022). Use of Google Docs in Teaching and Learning English Online to Improve Students' Writing Performance. *International Journal of TESOL & Education*, 2(2), 186-200.
4. Nuryatin, A., Rokhmansyah, A., Hawa, A. M., Rahmayanti, I., & Nugroho, B. A. (2023). Google classroom as an online learning media for Indonesian language learning during covid-19 pandemic. *Journal of Language Teaching and Research*, 14(1), 255-262.
5. Diana, N., (2021): Students' Perception And Problems In Learning English Using Google Classroom During The Covid-19 Pandemic, *Journal Of Linguistics And Language Teaching*, 7(1), 10-22. Doi:Http://Dx.Doi.Org/10.29300/Ling.V7i1.4274.
6. Albashtawi, A. (2020) , The Effectiveness of Google Classroom Among EFL Students in Jordan: An Innovative Teaching and Learning Online Platform, <http://www.i-jet.org>
7. Tai, T. Y., Chen, H. H. J. (2023). The impact of Google Assistant on adolescent EFL learners' willingness to communicate. *Interactive Learning Environments*, 31(3), 1485-1502.
8. Widodo, S. (2017). Implementing Google Apps for Education as Learning Management System in Math Education. *Journal of Physics: Conference Series*, 895, Article ID: 012053.
9. Amin, E. (2020), A Review of Research into Google Apps in the Process of English Language Learning and Teaching, *Arab world English Journal*.
10. Lamont, I. (2015). *Google Drive & Docs in 30 Minutes: The unofficial guide to Google's free online office and storage suite 2nd Edition*. Newton: Massachusetts, i30 Media Corporation.

11. Heggart, K. R., & Yoo, J. (2018). Getting the Most from Google Classroom: A Pedagogical Framework for Tertiary Educators. *Australian Journal of Teacher Education*, 43(3), 140-153. <https://doi.org/10.14221/ajte.2018v43n3.9>
12. Budiargo, Dian. (2015). *Berkomunikasi ala Net Generation*. Jakarta: PT Alex Media Komputindo Kempis Gramedia.
13. Nawir, N. I., Tahir, M., & Baa, S. (2022). Using YouTube Videos by English with let's talk-free English lessons channel in improving the EFL students' vocabulary mastery in first grade of sump negeri 2 manger bombing takalar. *Journal of Technology in Language Pedagogy (JTechLP)*, 1(4).
14. Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N.-. (2020). INCREASING ENGLISH SPEAKING SKILLS USING YOUTUBE. *Polyglot: Jurnal Ilmiah*, 16(1), 1.
15. Sathish Kumar, S. (2022). A Comparative Study Between E-learning And Traditional Learning. *ScienceOpen Preprints*.
16. Hendriks, D. (2016). Comparing traditional and digital learning methods to improve the learning outcomes of young children. *Tilburg University*, 5-18.
17. Al harbi, H., Traditional Versus e-learning language lessons courses: a comparative analysis of student perceptions and performance through an Arabic language lesson: a case study. *University of Wollongong, Thesis*.
18. Diana, N., Yunita, W., & Harahap, A. (2021). Student'perception and problems in learning english using google classroom during the covid-19 pandemic. *Linguists: Journal of Linguistics and Language Teaching*, 7(1), 10-22.
19. Nawir, N. I., Tahir, M., & Baa, S. (2022). USING YOUTUBE VIDEOS BY ENGLISH WITH LET'S TALK-FREE ENGLISH LESSONS CHANNEL IN IMPROVING THE EFL STUDENTS'VOCABULARY MASTERY IN FIRST GRADE OF SMP NEGERI 2 MANGARABOMBANG TAKALAR. *Journal of Technology in Language Pedagogy (JTechLP)*, 1(4).
20. Truong, N. K. van, & Le, Q. T. (2022). Utilizing YouTube to Enhance English Speaking Skill: EFL Tertiary Students' Practices and Perceptions. *AsiaCALL Online Journal*, 13(4), 7-31.
21. Nurmala S, Y. (2019). YouTube as a Learning Media to Improve the Student's Speaking Ability in 21st Century. In *Journal of English Language Teaching and Linguistics* e-ISSN (Vol. 4, Issue 2).
22. Nur Syafiq, A., Rahmawati, A., & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid19 ARTICLE HISTORY. In *Elsya: Journal of English Language Studies*
23. Irfansyah,(2019) Using Google Play Books App In Teaching Reading Skill Of English As A Foreign Language.
24. Klimova, B., & Zamborova, K. (2020). Use of mobile applications in developing reading comprehension in second language acquisition—A review study. *Education Sciences*, 10(12), 391.
25. Tavakoli, M. (2021). Using google search for English grammar learning. *Journal of Nusantara Studies (JONUS)*, 6(2), 318-339.
26. Alodwan, T. A. A., & Ibnian, S. S. K. (2014). The effect of using the process approach to writing on developing university students' essay writing skills in EFL. *Review of Arts and Humanities*, 3(2), 139-155.
27. Abdel-Wahab, M. S., Dainty, A. R., Ison, S. G., Bryer, L., & Hazlehurst, G. (2005). Productivity, skills, and training: a problem of definition?. In *Proceedings of the Second Scottish Conference for Postgraduate Researchers of the Built and Natural Environment (PRoBE): 16-17 November 2005, Glasgow Caledonian University* (pp. 207-215). Glasgow Caledonian University.
28. Rajagopalan, I.(2019). *International Journal of Education, Concept of Teaching*, <http://www.shanlaxjournals.in>
29. Babbie, E. R. (2010). *The practice of social research*. Belmont, CA: Wadsworth Publishing Company.
30. Harris, A. D., McGregor, J. C., Perencevich, E. N., Furuno, J. P., Zhu, J., Peterson, D. E., Finkelstein, J. (2006). The use and interpretation of quasi-experimental studies in medical informatics. *Journal of the American Medical Informatics Association*, 13(1), 16-23.
31. Singh, C. K. S., Singh, T. S. M., Abdullah, N. Y., Moneyam, S., Ismail, M. R., Eng Tek, O., Karupayah, T., Chenderan, K., Singh, M. K. R., & Singh, J. K. S. (2020). Rethinking English Language Teaching Through Telegram, Whatsapp, Google Classroom And Zoom. *Systematic Reviews In Pharmacy*, 11(11), 45-54
32. Oktaviana A., Hastomo, T., Students' perception of using Google classroom for EFL learning, *U-JET*, Vol 12, No 1, 2023.
33. Riswandi, D. (2016). Use of YouTube-Based Videos to Improve Students' Speaking Skill. *Proceeding The 2nd International Conference On Teacher Training and Education*, 2(1), 298-306. Retrieved from <https://jurnal.uns.ac.id/ictte/article/view/8150>