

Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class

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ABSTRACT

The purposes of this study were 1) to investigate students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class, 2) to compare students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class according to students' genders, faculties, and years of study, and 3) to study additional suggestions from respondents. The research samples were 100 Thai-Nichi Institute of Technology students enrolling in English for Proficiency Test Preparation (ENL-412) course during the second semester of academic year 2019 derived through Simple Random Sampling technique, and all students were required to use Google Classroom. The instruments for collecting the data were the rating-scale and open-ended questionnaire. Frequency, percentage, mean, standard deviation, t-test, f-test, and content analysis were used for data analysis. The findings were as follows: 1) the students' satisfaction with the activities using Google Classroom was at a high level, 2) students with different genders, faculties and years of study in total and each aspect were found no statistically significant differences, which was found statistically significant differences at 0.05 level in Activities whereas no statistically significant differences were found in other aspects either, and 3) it was mainly suggested by the respondents that 3.1) teachers should notify clearly about assignment submission whether it has been received; 3.2) the files on Google Classroom should be opened easily; 3.3) Google Classroom activities should be promoted widely in all English subjects; 3.4) there should be more varieties of TOEIC Preparation materials, such as exercises and practice tests as a self-learning material; and 3.5) the teacher should add speaking and writing on Google Classroom to enhance students' skills for workplace communication.

KEYWORDS: Students' Satisfaction, Activities Using Google Classroom, English for Proficiency Test Preparation Class

Introduction

In this digital age, English is a considerably significant tool to communicate in various situations. Crystal (2003) stated that it is the foreign language that is most widely taught in more than 100 countries. Technology is one of the important components which helps to support both English instructors and learners. The use of new technology is widely understood to fulfill English language teaching with a utilization of tools, devices, methods, materials, strategies, and systems and to achieve the goals (Alqahtani, 2019).

Nowadays, there are many convenient tools for teaching and learning English. During the situation of Covid-19 pandemic resulting in the government's order to lockdown the country, universities and schools in Thailand were forced to be closed and adjust themselves to online teaching. There are various interesting programs which help support online teaching and learning, such as, Zoom Cloud Meetings, Google Classroom, Google Meet, and Microsoft Teams. One of the best platforms is Google Classroom which is suitable for students and helps teachers organize their class and save their time (Iftakhar, 2016). According to Azhar and Iqbal (2018), Google Classroom is an application launched by Google Apps for

Education (GAPE) in 2014, and both teachers and students can freely use them (it without spending budgets.)

Furthermore, Rahmad et al. (2019) suggested that Google Classroom combines a lot of interesting attributes to facilitate both instructors and learners as follows:

1. By using the information technology, alternative learning resources can be provided to students in addition to the material given by the lecturer.
2. With the Wi-Fi connection, all staff, lecturers, or students from all parties and faculties can access to Google Classroom.
3. Students can use laptops to help support teaching and learning activities along with doing assignments at the college.
4. Both students and teachers can use Google Classroom on computers, laptops, or smartphones.

English is considered as a compulsory subject for TNI students from all faculties including Business Administration, Engineering, and Information Technology. Students majoring in International Business (IB) from the faculty of Business Administration have to study in English for Proficiency Test Preparation (ENL-412) course as one of their required subjects while this can be an elective course for students from other faculties and majors. This subject

concerns with the Test of English for International Communication (TOEIC) preparation and practice examinations in both listening and reading skills by using various exercises, practice tests, or video assignments.

In Thailand, the TOEIC test takers have been tested with two main skills which are listening and reading. Liu and Costanzo (2013) stated about the listening and reading test that it is a paper-and-pencil-based test consisting of listening comprehension and reading comprehension. According to Educational Testing Services (2005), TOEIC or Test of English for International Communication has been the most widely used examination and trustworthy English proficiency test. The TOEIC test is necessary for employees in many companies to get a promotion or extra salary (Sawchuk, 2013). In case of TNI students, if they were well-trained with both listening and reading skills, they would deserve better employment opportunities and a higher competitive salary.

However, Google Classroom is one of the main parts to help support the instruction of this subject by doing activities, assignments, or quizzes posted on it. Also, students are able to see all the scores and feedbacks given by the lecturer, and these feedbacks can help students to improve their skills. Mai (2019) evaluated Google Classroom in writing instruction and found that Google Classroom could help to improve students' enthusiasm in writing. Additionally,

Sukmawati and Nensia (2019) found Google Classroom played its roles in English instruction as can be seen in examples of having deadline of assignments to help students focus on their disciplines, easy assignments submission, and an interaction between an instructor and students. Moreover, Mohd Shaharane, Jamil, and Mohamad Rodzi (2016) found Google Classroom as a pedagogical tool to improve teaching and learning of data mining and other linked application.

As Google Classroom has been utilized widely, many lecturers from College of General Education and Languages and students at TNI have experienced the benefits of Google Classroom. As a result, finding out students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class is essential that the instructors can improve their instructional methods and also motivate students to study English with the activities provided so that these students are well-prepared not only for the test but also for the situational communication in their future.

Purposes

The purposes of this study were:

- 1) To investigate students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class in three aspects: Accessibility, Benefits, and Activities

- 2) To compare students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class in three aspects (regarding to) students' genders, faculties, and years of study, and
- 3) To study additional suggestions from respondents.

Research Methodology

This study focused on students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class which consists of population and samples as follows:

The population of this study was 130 students enrolling in English for Proficiency Test Preparation (ENL-412) course during the second semester of the academic year 2019.

The samples of this study were 100 students enrolling in English for Proficiency Test Preparation (ENL-412) course during the second semester of the academic year 2019 derived through Simple Random Sampling technique.

Instrumentation

The instruments used for gathering the data were the rating-scale and open-ended questionnaire based on students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class.

The first part (Part 1) of the questionnaire asked for the demographic information of the respondents: Gender,

Faculty, and Year of study. The second part (Part 2) concerned with students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class. This part consisted of 10 items of Accessibility, 10 items of Benefits, and 10 items of Activities. The third part (Part 3) asked for the comparison of students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation class in three aspects according to students' genders, faculties, and years of study. The fourth part (Part 4) asked for opinions and suggestions of the respondents.

The five levels of students' satisfaction used in the questionnaire were ranked as "Extremely satisfied", "Very satisfied", "Moderately satisfied", "Slightly satisfied", and "Not satisfied". Responses from the questionnaires were subsequently coded. The data of the respondents' coded responses were statistically calculated and analyzed. The computation of Cronbach's Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students' responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics was also used to determine the individual statistics for each of the 30 items in the questionnaire.

Data Analysis

Data analysis from questionnaire both single item and whole questionnaire which presented by a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

$1.00 \leq \bar{X} < 1.50$ refers to the lowest level of satisfaction.

$1.51 \leq \bar{X} < 2.50$ refers to low level of satisfaction.

Results

Part 1: Results of the demographic data of the respondents

Table 1: Results of the Demographic Data of the Respondents

Demographic data of the respondents	<i>n</i>	Percentage
1. Gender		
1.1) Male	46	46
1.2) Female	54	54
Total	100	100
2. Faculty		
2.1) Business Administration	87	87
2.2) Engineering	9	9
2.3) Information Technology	4	4
Total	100	100
3. Year of Study		
3.1) Second-year	50	50
3.2) Third-year	47	47
3.3) Fourth-year	3	3
Total	100	100

Table 1 showed that percentages of respondents in genders ranged from 46% as male students and 54% as female students.

$2.51 \leq \bar{X} < 3.50$ refers to moderate level of satisfaction.

$3.51 \leq \bar{X} < 4.50$ refers to high level of satisfaction.

$4.51 \leq \bar{X} < 5.00$ refers to the highest level of satisfaction.

The collected data was analyzed using a computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, f-test and content analysis.

For the faculties, the percentages ranged from 87% for Business Administration Students, followed by 9% for Engineering students, and

4% for Information Technology students. As for the year of study, the percentages ranged from 50% for second-year students, followed

by 47% for third-year students, and 3% for fourth-year students

Part 2: Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class

Table 2: Mean (\bar{X}) and Standard Deviation (S.D.) of the Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class in Overall

No.	Aspects	\bar{X}	S.D.	Level
1.	Accessibility	4.11	0.73	high
2.	Benefits	4.08	0.67	high
3.	Activities	4.05	0.71	high
Total		4.08	0.66	high

The above table indicated that students had a high level of satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation Class in overall ($\bar{X} = 4.08$). When

considered in each aspect, it was found that all aspects had high level ($\bar{X} = 4.11, 4.08,$ and 4.05 , respectively).

Table 3: Mean (\bar{X}) and Standard Deviation (S.D.) of the Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class in Accessibility

No.	Components	\bar{X}	S.D.	Level
1.	I can sign on Google Classroom anytime.	4.16	0.85	high
2.	I can sign on Google Classroom easily with a computer or a smartphone.	4.24	0.81	high
3.	I can sign on Google Classroom both at home and at TNI.	4.19	0.91	high
4.	I can understand clearly about the system of Google Classroom.	4.08	0.88	high
5.	I can access all classroom activities.	4.04	0.94	high
6.	I can access all classroom materials.	4.02	0.92	high
7.	I can download all documents on Google Classroom without harm.	4.09	0.89	high
No.	Components	\bar{X}	S.D.	Level
8.	I can send and receive assignments on Google Classroom.	4.21	0.83	high
9.	I can keep track of all activities and assignments on Google	4.20	0.84	high

	Classroom.			
10.	I can communicate with the lecturer on Google Classroom.	3.91	0.93	high
Total		4.11	0.73	high

The above table presented that the mean score of the students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation Class in Accessibility was at a high level ($\bar{X} = 4.11$). The highest level of satisfaction was "I can sign on Google Classroom

easily with a computer or a smartphone." ($\bar{X} = 4.24$), followed by "I can send and receive assignments on Google Classroom." ($\bar{X} = 4.21$) whereas the lowest rank at high level of was "I can communicate with the lecturer on Google Classroom." ($\bar{X} = 3.91$).

Table 4: Mean (\bar{X}) and Standard Deviation (S.D.) of the Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class in Benefits

No.	Components	\bar{X}	S.D.	Level
1.	I can do learning activities on Google Classroom with an excellent quality.	3.99	0.76	high
2.	I can review lessons on Google Classroom.	4.06	0.83	high
3.	I can submit an assignment anytime.	4.12	0.82	high
4.	I can download and print out teaching materials before studying in a classroom.	4.20	0.79	high
5.	I can read the documents online.	4.12	0.91	high
6.	I can do all exercises and quizzes.	4.18	0.90	high
7.	I can receive a lot of useful feedback from the lecturer.	4.11	0.90	high
8.	I can see all the scores given by the lecturer.	4.13	0.84	high
9.	I can get a lot of motivation to learn English via Google Classroom.	4.02	0.89	high
10.	I feel free to ask questions to the lecturer when I do not understand the lessons.	3.88	0.88	high
Total		4.08	0.67	high

The above table presented that the mean score of the students' satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation Class in Benefits was at a high level ($\bar{X} =$

4.08). The highest level of satisfaction was "I can download and print out teaching materials before studying in a classroom." ($\bar{X} = 4.20$), followed by "I can do all exercises and quizzes." ($\bar{X} = 4.18$) whereas

the lowest rank at high level of was “I feel do not understand the lessons.” ($\bar{X} = 3.88$). free to ask questions to the lecturer when I

Table 5: Mean (\bar{X}) and Standard Deviation (S.D.) of the Students’ Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class in Activities

No.	Components	\bar{X}	S.D.	Level
1.	The teaching materials on Google Classroom are very useful.	4.08	0.85	high
2.	The activities on Google Classroom are various.	4.01	0.84	high
3.	The activities on Google Classroom focus on TOEIC listening exercises.	3.99	1.00	high
4.	The activities on Google Classroom focus on TOEIC reading exercises.	4.02	0.88	high
5.	The exercises and quizzes on Google Classroom are well-organized and interesting.	4.02	0.88	high
6.	I feel comfortable to submit assignments on Google Classroom.	4.10	0.85	high
7.	The lecturer is enthusiastic in teaching and providing a feedback to each student’s assignment.	4.04	0.82	high
8.	The lecturer explains clearly about activities on Google Classroom.	4.00	0.85	high
9.	The lecturer set the proper due dates for submitting the assignments.	4.18	0.80	high
10.	I feel that I can gain more knowledge of the TOEIC test due to Google Classroom activities.	4.06	0.91	high
	Total	4.05	0.71	high

The above table presented that the mean score of the students’ satisfaction with the activities using Google Classroom in English for Proficiency Test Preparation Class in Activities was at a high level ($\bar{X} = 4.05$). The highest level of satisfaction was “The lecturer set the proper due dates for

submitting the assignments.” ($\bar{X} = 4.18$), followed by “I feel comfortable to submit assignments on Google Classroom.” ($\bar{X} = 4.10$) whereas the lowest rank at high level of was “The activities on Google Classroom focus on TOEIC listening exercises.” ($\bar{X} = 3.99$).

Part 3: Comparison of Students’ Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class according to Students’ Genders, Faculties, and Years of Studies

Table 6: Comparison of Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class according to Genders

No.	Components	Gender	N	\bar{X}	S.D.	t	p
1.	Accessibility	Male	46	4.05	0.77	-0.860	0.392
		Female	54	4.17	0.70		
2.	Benefits	Male	46	4.06	0.68	-0.306	0.760
		Female	54	4.10	0.67		
3.	Activities	Male	46	4.02	0.73	-0.422	0.674
		Female	54	4.08	0.70		
Total		Male	46	4.04	0.70	-0.575	0.566
		Female	54	4.12	0.63		

* Statistically significant differences at 0.05 levels

The table showed that students with significant differences in total and each different genders had no statistically aspect.

Table 7: Comparison of Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class according to Faculties

No.	Components		SS	df	MS	F	p
1.	Accessibility	Between Groups	0.194	2	0.097	0.178	0.837
		Within Groups	52.946	97	0.546		
		Total	53.140	99			
2.	Benefits	Between Groups	0.214	2	0.107	0.235	0.791
		Within Groups	44.180	97	0.455		
		Total	44.394	99			
3.	Activities	Between Groups	0.144	2	0.072	0.140	0.869
		Within Groups	49.846	97	0.514		
		Total	49.990	99			
Total		Between Groups	0.110	2	0.055	0.126	0.882
		Within Groups	42.622	97	0.439		
		Total	42.732	99			

* Statistically significant differences at 0.05 levels

The table showed that students with significant differences in total and each different faculties had no statistically aspect.

Table 8: Comparison of Students' Satisfaction with the Activities Using Google Classroom in English for Proficiency Test Preparation Class according to Years of Study

No.	Components		SS	df	MS	F	p
1.	Accessibility	Between Groups	2.523	2	1.262	2.418	0.094
		Within Groups	50.617	97	0.522		
		Total	53.140	99			
2.	Benefits	Between Groups	1.544	2	0.772	1.747	0.180
		Within Groups	42.850	97	0.442		
		Total	44.394	99			
3.	Activities	Between Groups	3.419	2	1.709	3.560	0.032*
		Within Groups	46.571	97	0.480		
		Total	49.990	99			
Total		Between Groups	2.414	2	1.207	2.904	0.060
		Within Groups	40.318	97	0.416		
		Total	42.732	99			

* Statistically significant differences at 0.05 levels

The table showed that students with different years of study had no statistically significant differences in total. However, when considered in each aspect, it was found that there were statistically

significant differences at 0.05 level on Activities. For the rest aspects, it was found that there were no statistically significant differences.

Part 4: Opinions and Suggestions from the Respondents

The opinions and suggestions from the respondents were listed as follows:

1. Students can download teaching materials from Google Classroom to review lessons and do exercises conveniently without losing handouts.

2. There is a notification that reminds students to submit an assignment punctually. However, there should also be a notification that the submitted assignment has already been received.

3. The files on Google Classroom should be opened easily because some files cannot be opened by a smartphone.

4. It is sometimes confusing because of having no idea whether the instructor has received a submitted assignment.

5. Google Classroom activities should be promoted widely in all English subjects.

6. More TOEIC exercises and practice tests should be provided for self-learning on Google Classroom so that

students can get a higher score in the TOEIC examination.

7. Speaking and writing activities should be added to Google Classroom in order that students can practice for the global workplace communication.

Discussion and Conclusion

Google Classroom has played a very significant role in an instruction to facilitate both instructors and students. Thus, students' satisfaction with activities using Google Classroom have to be analyzed in order to consider both advantages and disadvantages of using it, and lecturers can improve or change teaching materials and activities which suit learners. Beaumont (2018) suggested that Google Classroom was effective and easy to use for educational purposes and collaborative learning. The use of Google Classroom should also be considered as a self-reflection by the instructors about how technology has been used and how it influences their students (Heggart & Yoo, 2018).

In conclusion, it can be seen from the study that

1. A lot of students are satisfied with the activities using Google Classroom in English for Proficiency Test Preparation Class at overall high level especially Accessibility which had the highest figure 4.11 among three high level aspects.

2. When compared students' satisfaction according to genders, faculties, and years of study, **it was found that the students with different years of study showed statistically significant differences at 0.05 on Activities** whereas there were no statistically significant differences in other factors. This might be because all the third year TNI students have to take the TOEIC test and get at least 600 in order to work for the well-known company for their Cooperative Education. They, then, have more concern on the activities they have to study than the first- and second-year students.

Moreover, a more radical approach of different activities on Google Classroom stated by Izenstark & Leahy (2015) who highlight five benefits of learning activities as: Quick and convenient setting; Time saving; Increase in cooperation and communication; Centralized data storage; and Quick sharing of resources. Thus, it could be implied that the varieties of activities on Google Classroom enable students to obtain timely updates related to the current lesson to understand the material and access multimedia equipment that can improve their eLearning experience (Anshari et al., 2017).

3. According to this study, despite having the modern platforms of Google Classroom, there are some difficulties suggested by some respondents that (instructors) should notify clearly about assignment submission whether it has been

received. Then the files on Google Classroom should be opened easily. It was also suggested that Google Classroom activities should be implemented in all English subjects, and there should be more varieties of TOEIC preparation materials, such as exercises and practice tests as a self-learning. Lastly, speaking and writing activities should be added on Google Classroom to enhance students' skills for workplace communication.

Recommendation

For further study, a researcher should focus on the other interesting technology and

English learning environment to increase students' motivation to learn English in this new era without focusing too much content which make them feel uncomfortable to study.

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