The EFL Learners' Perspective on English Instruction through Google Meet Application

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ABSTRACT

The purposes of this study were (1) to investigate students' perspective on English instruction through Google Meet application, and (2) to study additional suggestions from respondents. The research samples were 100 Thai-Nichi Institute of Technology students enrolling in English for Career2 (ENL-402) course during the second semester of academic year 2020 derived through Simple Random Sampling technique. The instruments for collecting the data were the rating-scale and open-ended questionnaire. Frequency, percentage, mean, standard deviation and content analysis were used for data analysis. The findings were as follows: (1) the students' perspective on English instruction through Google Meet application was at a high level, and (2) it was mainly suggested by the respondents that (a) The high stability of the internet access is essential; (b) Teaching activities and teaching materials should be more various; and (c) Instructors should give feedback to all activities they assigned.

KEYWORDS: EFL Classroom, Teaching Using Google Meet Application, English-Learning Teaching Approach

Introduction

The current era is characterized by rapid changes resulting from scientific and informational technological advancement. To keep up with these changes is essential in all dimensions, especially in educational system- to solve the problem of teacher shortages and to increase in the numbers of learners (Mouasa & Mubarak, 2005) to support main educational methodologies as (UNDP, 2019):

• The traditional classroom education, where books, blackboards are used by the teacher as a teaching aid;

• Modern classroom education, where the classrooms are equipped with whiteboards, projectors or audio-visual display equipment and digital boards

• Online education, where the information technologies and communications are used to help in the development and acquisition of knowledge from the different remote locations. It uses the internet and video/audio and text communication and software to create the learning environment.
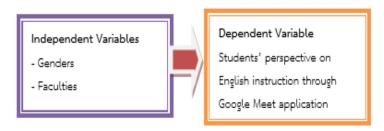
Technology, offering a great deal of options to the teachers, is a key to open a brand new door to the classrooms. Among these options, Web tools are one of the most useful innovations in classrooms. Exploring the role that Web 2.0 technologies can play in enhancing language learning development, Motteram & Sharma (2009) showed that the use of technologies is changing our understanding of the profession of language education. The second study about Web 2.0 technology (Tilfarlioglu, 2011) aimed to determine undergraduate and high school students' attitudes towards the use of English in this technology.

The education system in Thai-Nichi Institution of Technology (TNI) is based on traditional and modern classroom education and requires the students to attend every class. Google Classroom are, sometimes, used to post the teaching materials as well as assign the homework. However, the situation has changed in the summer semester of 2020 (March-May), when the expansion of coronavirus COVID-19 infection was intense in Thailand, which leaded to country lockdown (Department of Disease Control, 2020).

Due to the COVID-19 crisis, teachers and students both find themselves in the situation where they felt compelled to embrace the online teaching-learning process (Lederman, 2020) through digital intelligence (DQ Institute, 2019). In this case, approach to learning through Google Classroom is a part of a strategy that uses technology to facilitate faculty and students in the learning process (Ocampo, 2017). In Google Classroom, lecturers can provide teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course. In addition, Google Meet is one of the effective alternative channels of online teaching. It also minimizes the costs incurred due to the use of more affordable stationery and other materials, and can minimize time released energy (Inoue & Pengnate, 2018). However, one of the significant barriers for realizing the effectiveness of learning from online classes is that not all students have an online stability of the internet access. In addition, there are also students who do not have smartphones or a data plan for attending online discussion sessions. As a result, the facility to use of Google Meet as a medial of teaching should be highly concern by the government to provide basic access for those students.

Conceptual Framework

Research Objectives

The purposes of this study were:

1) to investigate students' perspective on English instruction through Google Meet application in three aspects: Teaching materials, Learning Activities, and Instructor; and

2) to study additional suggestions from respondents.

Research Methodology

This study focused on students' perspective on English instruction through Google Meet application which consists of population and samples as follows:

The population of this study was 145 students enrolling in English for Career2 (ENL-402) course during the second semester of the academic year 2020.

The samples of this study were 100 students enrolling in English for Career2 (ENL-402) course during the second semester of the academic year 2020 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' perspective on English instruction through Google Meet application.

The first part (Part 1) of the questionnaire asked for the demographic information of the respondents: Gender and Faculty. The second part (Part 2) concerned with students' perspective on English instruction through Google Meet application. This part consisted of 5 items of Teaching materials, 10 items of Learning activities, and 5 items of Instructor. The third part (Part 3) asked for opinions and suggestions of the respondents.

The five levels of students' perspective used in the questionnaire were ranked as "The highest level", "High level", "Moderate level", "Low level", and "The lowest level". Responses from the questionnaires were subsequently coded. The data of the respondents' coded responses were statistically calculated and analyzed.

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:

5	refers to	The highest level
4	refers to	High level
3	refers to	Moderate level
2	refers to	Low level
1	refers to	The lowest level

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

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

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

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

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

The result of the scores under 0.5 from the experts had to be considered and improved. The data obtained from small group participant was analyzed to find reliability by using α-Coefficient formula Coefficient of reliability was 0.96

The collected data was analyzed using a computer program. The statistics used for analyzing the data were

frequency, percentage, mean, standard deviation, and content analysis.

Part 1: Results of the demographic data of the respondents

Results

Table 1 Results of the Demographic Data of the Respondents

Demographic data of the respondents	*n*	Percentage
1. Gender		
1.1) Male	39	39
1.2) Female	61	61
Total	100	100
2. Faculty		
2.1) Business Administration	42	42
2.2) Engineering	27	27
2.3) Information Technology	31	31
Total	**100**	**100**

Table 1 showed that percentages of respondents in genders ranged from 39% as male students and 61% as female students. For the faculties, the percentages ranged from 42% for Business Administration Students, followed by 27% for Engineering students, and 31% for Information Technology students.

Part 2: Students' perspective on English instruction through Google Meet application

Table 2 Mean ($\bar{X}$) and Standard Deviation (S.D.) of the Students' perspective on English instruction through Google Meet application in Overall

No.	Aspects	$\bar{X}$	S.D.	Level
1.	Teaching materials	4.32	0.69	high
2.	Learning activities	4.34	0.64	high
3.	Instructor	4.52	0.66	highest
Total		**4.39**	**0.66**	**high**

The above table indicated that students had a high level of perspective on English instruction through Google Meet application in overall ($\bar{X}$ = 4.39). The highest rank at a high level was Instructor ($\bar{X}$= 4.52), followed by Learning activities and Teaching materials ($\bar{X}$= 4.34 and $\bar{X}$ = 4.32 respectively).

Table 3 Mean ($\overline{X}$) and Standard Deviation (S.D.) of the Students' perspective on English instruction through Google Meet application in Teaching materials

No.	Components	$\overline{x}$	S.D.	Level
1.	Teaching materials are various.	4.53	0.73	highest
2.	Teaching materials are useful.	4.21	0.62	high
3.	Teaching materials are easy to be downloaded	4.32	0.57	high
4.	Teaching materials are easy to read.	4.18	0.75	high
5.	Teaching materials are attracted to self-learning.	4.38	0.79	high
	Total	**4.32**	**0.69**	**high**

The table presented that the mean score of the students' perspective on English instruction through Google Meet application in Teaching materials was at a high level ($\overline{X}$= 4.32). The highest level of perspective was "Teaching materials are various." ($\overline{X}$= 4.53), followed by "Teaching materials are attracted to self-learning." ($\overline{X}$= 4.38) whereas the lowest rank at a high level of the students' perspective was "Teaching materials are easy to read." ($\overline{X}$= 4.18).

Table 4 Mean ($\overline{X}$) and Standard Deviation (S.D.) of the Students' perspective on English instruction through Google Meet application in Learning activities

No.	Components	$\overline{x}$	S.D.	Level
1.	Listening activities are useful.	4.05	0.49	high
2.	Speaking activities are useful.	4.12	0.71	high
3.	Reading activities are useful.	4.36	0.66	high
4.	Writing activities are useful.	4.17	0.54	high
5.	Activities are easy to download.	4.68	0.59	highest
6.	Activities are various.	4.71	0.53	highest
7.	Numbers of quizzes and assignments are suitable.	4.33	0.87	high
8.	Quizzes and assignments are useful .	4.27	0.64	high
9.	Activities are used for attracting the students to learn.	4.28	0.55	high
10.	Activities are used for motivating to self-learning.	4.39	0.84	high
	Total	**4.34**	**0.64**	**high**

The table presented that the mean score of the students' perspective on English instruction through Google Meet application in Learning activities was at a high level ($\overline{X}$= 4.34). The highest level of the students' perspective was "Activities are various." ($\overline{X}$= 4.71), followed by "Activities are easy to download." ($\overline{X}$= 4.68) whereas the lowest rank at a high level was "Listening activities are useful." ($\overline{X}$= 4.05).

Table 5 Mean ($\overline{\text{X}}$) and Standard Deviation (S.D.) of the Students' perspective on English instruction through Google Meet application in Instructor.

No.	Components	$\overline{\text{x}}$	S.D.	Level
1.	Instructor posts the teaching materials, assignment and quizzes regularly.	4.80	0.74	highest
2.	Instructor has well- understanding of using Google Meet.	4.52	0.65	highest
3.	Instructor can teach through Google Meet smoothly.	4.40	0.58	high
4.	Instructor can solve an unexpected problem while using Google Meet.	4.31	0.66	high
5.	Instructor understands a problem of the students who do not have a smartphone, the internet or computer.	4.57	0.68	highest
	Total	**4.52**	**0.66**	**highest**

The table presented that the mean score of the students' perspective on English instruction through Google Meet application in Instructor was at the highest level ($\overline{\text{X}}$= 4.52). The highest level of perspective was "Instructor posts the teaching materials, assignment and quizzes regularly." ($\overline{\text{X}}$= 4.80), followed by "Instructor understands a problem of the students who do not have a smartphone, internet or computer." ($\overline{\text{X}}$= 4.57) whereas the lowest rank at a high level was "Instructor can solve an unexpected problem while using Google Meet." ($\overline{\text{X}}$= 4.31).

Discussion and Conclusion

According to the findings, it was concluded as follows: 1) the students' perspective on English instruction through Google Meet application was at a high level, and 2) the high stability of the internet access is essential; teaching activities and teaching materials should be more various; and instructors should give feedback to all activities they assigned. This is related to the study of Barrreyro et al. (2019) who highlight that the lecture method using the media help of Google Meet is effective in terms of building knowledge. This might be because the process of learning through Google Meet involves audio and visual aspects where the lecturer delivers the material directly through the media. This is also shown during the learning process where students and lecturers communicate with each other about the material and ask questions about what is not yet understood and can be heard directly by other students. A more radical approach is further states by Van der Steen and Frissen (2017) who confirms that the instructor is important in delivery of learning material, question and answer between instructors and students to achieve in learning outcomes.

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

1. The high stability of the internet access is essential;

2. Teaching activities and teaching materials are more various and updated than face-to-face classroom;

3. Instructors should give feedback to all activities they assigned;

4. There should be more listening exercises.

Recommendation

Recommendation for administrative policies: TNI should concern on providing facilities to TNI students in terms of accessibility of the internet or and devices supporting the students' learning.

Recommendation for implication of the research findings: Lecturers should provide teaching materials which are applicable in learning devices, from PC to smartphone. Some teaching materials such as reading passage might not be suitable with mobile phone.

Recommendation for further study, it should be focused on other forms of online learning application that support the students self-learning as well as creating.

learning environment for the 21st century skills.

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