

The Effectiveness of Google Classroom Exercise on Mattayomsuksa 5 Students' Buddhist English Vocabulary Knowledge



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Abstract

The purposes of this study were: 1) to examine the effectiveness of the Google Classroom Vocabulary Learning Package (GCVLP) for the charity school students based on the standard criteria of 80/80; 2) to compare the vocabulary learning achievement of the charity school students before and after learning through the GCVLP; and 3) to study the charity school students' satisfaction with learning through GCVLP. The samples were Mattayomsuksa 5 students at Wisutwittayakorn School (charity school) selected by one group design. The research instruments were Google Classroom exercises, pretest and posttest, and questionnaire. The data were analyzed by means of descriptive statistics, percentage, mean, standard deviation, t-Test, and the efficiency of the learning through Doing Activities (E1) and Achievement Test (E2).

Results indicated that 1) the efficiency of the exercises was at 82.7/86.6 in theoretical achievement which was higher than the criteria set at 80/80; 2) students' learning achievement after using the exercises showed the difference between the means of the pretest and posttest was significant at .05; and 3) the average score of students' contentment to the exercises was at a high level (4.49) overall. The body of



knowledge gained from the present study indicated that students can learn and practice English vocabulary through GCVLP.

Keywords: Google Classroom Exercise; Buddhist English Tourism; Buddhist Vocabulary

Introduction

English language is a necessary and an important form of communication, as English has become the international language which is commonly used for communication in several aspects such as in business, politics, education, sciences, and technologies. Therefore, English language is an essential communication tool for communicating around the world. Most countries in the world recognize English as a crucial and valuable communication tool for understanding the global community's perspective, as well as multiculturalism and the global society's perspective, which brings countries together in partnership.

The importance of English and its understanding are expected to help develop learners to have a clear understanding of themselves and others so that they can learn and appreciate the differences between languages, cultures, values, thought, community, economy, politics, and governments. In addition, learners can develop a positive attitude towards using English language for communication as well as being able to access various bodies of knowledge easily and from many sources. Finally, learners can also have a vision for living in a wide range of contexts with people from different cultural and language backgrounds.

Learning a language, no matter what the language it is, learners must learn in terms of the structure of sound, vocabulary, and proper usage. Moreover, learning a language will help learners better understand the language in terms of structure and knowledge of the language. Vocabulary is a major and essential element of all languages. Thus, in the teaching of English language, vocabulary knowledge is



important in the practice of all four skills: listening, speaking, reading, and writing.

From the aforementioned, the researcher was interested in applying educational technology to the method of communicative language teaching (CLT), as it was broadly accepted and in line with the ministry of education policy by the Office of the National Education Commission (ONEC) (2011) for the ministry of education. International educators commonly accept it as a way to increase the language skills of students, by helping students communicate better (Li & Song, 2007). Multimedia technology can be used to overcome difficulties in EFL (English as a Foreign Language) contexts such as large classes or mixed-ability classrooms.

According to the researchers, students have adequate fundamental vocabulary and technological prowess to learn words efficiently, based on the previous debate on the importance of vocabulary in learning English and the use of technology for learning. It is also easier in learning English because the students will have more confidence and will be able to use their vocabulary skills to form sentences and communicate more successfully. In the present study, the research will adopt Google Classroom as a platform for students to learn English vocabulary regarding the temple and Buddhist (Monks) daily life. Students will learn and practice using vocabulary concerning regarding the temple and Buddhist (Monks) daily life through five lessons in the Google Classroom adopting Gagne's nine steps theory framework for designing online lessons. Before the study is conducted, the students will be asked to take pretest and then posttest after the completion of the research project.

Finally, an overall opinion questionnaire will be provided to the students. It is our hope that the students will gain additional knowledge of English vocabulary regarding the temple and Buddhist daily life so that students can utilize vocabulary knowledge for their future study

and English learning. The results of the present study will be guidelines for Thai English language teachers to apply in their contexts.

Research Objectives

This study aims to answer three major research questions in order to examine the implementation of the effectiveness of Google Classroom Exercise on Mattayomsuksa 5 students in the followings:

1. To examine the effectiveness of the Google Classroom Vocabulary Learning Package (GCVLP) for the charity school students based on the standard criteria of 80/80.
2. To compare the vocabulary learning achievement of the charity school students before and after learning through the Google Classroom Vocabulary Learning Package (GCVLP).
3. To study the charity school students' satisfaction with learning through Google Classroom Vocabulary Learning Package (GCVLP)

Research Methodology

The present study adopted the quasi-experimental research style with one group pre-test and post-test design. The following are the details of the research methodology.

Participants

The participants in this study were 15 students of Wisutwittayakorn School, the charity school, located in Lampang. The participants were chosen through purposive selection method from Mattayomsuksa 5 of Wisutwittayakorn School who participated in Basic English subject in the 1st semester of the academic year 2021.

Research Instruments

English Vocabulary Learning Package consists of five units with the contents of each unit adapted from Basic English textbooks and Dictionary of Buddhism. The units included 1) buildings around the temple: the lesson will involve describing the primary buildings in the temple, 2) temple accessories: this lesson involves describing the



temple-common apparatuses, 3) triple Gem: this lesson involves describing the meaning and elements of the Triple Gem, 4) basic moral principles: this lesson involves describing the purpose and basic moral principles of Buddhism, and 5) Buddhist Monk's life: this lesson involves describing the activities which the Buddhist Monks conduct throughout their day. Each unit followed Google Classroom method for undergraduates to develop their English vocabulary through reading text. The reading text and activities were verified by three experts in English language teaching.

Pre-test and Post-test

The pre-test and post-test were multiple-choice questions with four options to choose from: one correct answer and three distractors. Each test has 50 items and the contents of both tests were paralleled.

Data Collection

Before the implementation of Google Classroom method in practicing English vocabulary, the students were asked to participate in the pre-English vocabulary test. Then the students studied the English vocabulary activity package adopted by Google Classroom method for 10 weeks. After that the students were asked to take the post-English vocabulary test.

Data Analysis

The researcher analyzed the students' scores of pre and post-English vocabulary tests using statistical software package. The percentage, mean, standard deviation, and t-Test were employed for data analysis. Then the analyzed data were compared to answer the research questions pertaining to this study. Finally, the compared and analyzed data were presented descriptively.

Results

The results of the present study were divided into three sections as follows:

1) The results of the effectiveness of Mattayomsuksa 5 students using Google Classroom Exercise on Buddhist English Tourism Vocabulary Knowledge.

Tests	No. of Students	Full Scores	$\sum x$	\bar{x}	%
Doing Activities (E1)	15	250	3102	206.8	82.72
Achievement Test (E2)	15	50	650	43.33	86.6

Table 1: Showing the Scores of Students Using Google Classroom Exercise on Buddhist English Tourism Vocabulary and Knowledge

Table 1: revealed that the proportion of activity scores based on activity exercises during skills training was 82.72 percent, and the percentage of achievement exam scores was also 82.72 percent. After using Google Classroom Exercise on Buddhist English Tourism Vocabulary and Knowledge, the academic value was 86.66 (82.72/86.66), which exceeded the specified standard (80/80).

2) The results of the present study showing the comparison of the students' English vocabulary ability before and after learning by using Google Classroom method is presented in Table 2 below.

Tests	No. of Students	Full Scores	\bar{x}	S.D.	t-Test
Pre-test	15	50	17.2	1.85	42.84
Post-test	15	50	45	2.13	

***Statistically Significant at the .005 level ($p \leq .001$).

Table 2: Comparison of the Students' English Vocabulary Ability Before and After Learning by Using Google Classroom Method



The results in Table 1 show that there is a significant difference in the mean scores between pre and post-English vocabulary ability. The results also show that the students' post-test scores are significantly higher than that of the pre-test at .05 level of significance.

3) The students' overall satisfaction with learning and teaching English vocabulary using Google Classroom.

To show the students' satisfaction with the instruction to develop the English vocabulary through Google Classroom method, a questionnaire was employed in which students were asked to respond to a five-point ranging from "1" (Strongly Unsatisfied) to "5" (Strongly Satisfied) based on the following aspects:

- 1) Students' difficulties with learning new terms.
- 2) Use of a variety of methods to practice learning new words.
- 3) English Vocabulary Lessons Online Satisfaction.
- 4) The different parts of the textbook enhance vocabulary learning.

The following table indicates the overall satisfaction of students regarding the usage of the English vocabulary teaching through Google Classroom method.

No.	Evaluation Lists	Satisfaction's Levels		
		\bar{X}	S.D.	Results
1	Students' Difficulties with Learning New Terms	4.55	0.57	Very Satisfied
2	Use a Variety of Methods to Practice Learning New Words	4.49	0.63	Very Satisfied
3	English Vocabulary Lessons Online Satisfaction	4.41	0.70	Very Satisfied

4	The Textbook's Numerous Elements Aid Vocabulary Learning	4.51	0.61	Very Satisfied
	Overall Average	4.49	0.46	Most Satisfied

Table 3: Showing the Average and Standard Deviation of Satisfaction with Learning and Teaching by Google Classroom Overall in 5 Areas

In accordance with Table 3, the average and standard deviation of satisfaction on the GCVLP with Charity School Students overall was at the highest level, with an average value of 4.49 and a standard deviation of 0.46. Considering each aspect, in descending order, it was found that students' difficulties with learning new terms was an average of 4.55, and the standard deviation was an average value of 0.57. Next, the different parts of the textbook enhance vocabulary learning was with an average of 4.51 and a standard deviation was an average value of 0.61. Afterward, students used a variety of methods to practice learning new words, with an average of 4.49, and a standard deviation was an average value of 0.63. Finally, English vocabulary lessons online satisfaction was an average value of 4.41, and a standard deviation of 0.70.

Discussion

This vocabulary study focuses on the capacity to absorb English words one at a time. In this study, we used the GCVLP approach to create vocabulary learning resources that can assist students focus on vocabulary acquisition and comprehend the true meaning of the words or passages read in a systematic and straightforward manner.

1. The Google Classroom Exercise system's design of a teaching model for teaching English vocabulary using Buddhist principles follows a step-by-step and methodical procedure that begins with an analysis of principles, theory, and curriculum structure, as well as study into the design of a variety of vocabulary drill tasks in English. Before beginning to



develop an English vocabulary instructional model, the researchers analyzed information about the format of content skills exercises, as well as teaching and learning management. In terms of teaching materials, measurements and assessments from the core curriculum, as well as books and textbooks from the Dharma Dictionary in Buddhism were used to enhance the content of the vocabulary teaching.

The findings of the Google Classroom Exercise for Mattayomsuksa 5 students' Buddhist English Tourism Vocabulary knowledge system revealed that the efficacy of the English Vocabulary Teaching Model through Buddhist Dharma had an average score of 82.3 percent. The average percentage of in-school activity scores in the skill exercises was 82. The investigation revealed a score of 80.1, which was higher than the stipulated standard (80/80). According to the researcher's objectives and assumptions, the skill exercises that the researcher constructed and improved were beneficial. This is comparable with previous studies that generated similar finding of learners such as Maliphai (2020) Lessons on Pinyin with Google Classroom for Wat Srichanpradit Secondary School Grade 9th students. The results of the study revealed that 1) the efficiency of the online lesson in basic Chinese based on Pinyin using Google classroom was 90.25/ 95.00; 2) the learning scores of grade 9 students were higher than the set criteria 80 percentage; and 3) the satisfaction of the students toward the online lesson of basic Chinese based on Pinyin Google classroom was at highest satisfactory level. In accordance with Aldo (2020), who studied the effectiveness of using Google Classroom to Teach Students' Vocabulary Mastery of Action Verbs involving the Ninth Grade Students of MTs Al Mina Bandungan (studying technology, progress, and having an Islamic personality) in the Academic Year 2020/2021, revealed that the mean post-test score was greater than the pre-test score. The mean of the post-test is 85.37, whereas the mean of the pre-test is 43.89. Furthermore, the comparison of the mean scores was examined using a paired sample t-Test based on

statistical analysis utilizing SPSS 22.0 version for Windows. The t-Test revealed that the significant value (sig-2 tailed) is 0.002, which is less than 0.05 ($0.002 < 0.05$).

It indicates that there is a substantial difference in vocabulary mastery scores between students in ninth grade at MTs Al Mina Bandungan who were taught using the Google Classroom Application before and after, as well as Amornrat Setrit (2020) investigated the Application of Google Classroom in Communicative Language Teaching (CLT) Grade 11. A study was conducted by establishing CLT sessions with students in 5th grade by instructing, with a focus on activities that allowed students to practice talking in English. The data collection focused on the CLT class of the 37 students in Grade 11, generally conducted in English. The activities included pretest and posttest, and satisfaction survey. It is part of a study that encourages students to enjoy learning more by allowing them to use their own mobile phones when communicating in English. Students can study outside of the classroom while working on assignments online. It increases pupils' confidence in speaking English, reduces shyness, and motivates them to study more than they would otherwise.

2. The academic achievement of students studying with Google Classroom Exercise on Mattayomsuksa 5 Students' Buddhist English Tourism Vocabulary can be stated as follows: the mean pre-study test score was 17.2 with a 1.85 standard deviation, and the mean post-study test score was 45 with a 2.13 standard deviation. When the scores of the pre-study and after-study achievement test scores were compared (t-dependent), it was discovered that there was a statistically significant difference at .05 level, indicating that students improved their English vocabulary memory through self-study as a result of their English vocabulary learning using GCVLP. The Google Classroom Exercise system provides a practice form for teaching English vocabulary skills based on Buddhist concepts. There were several tasks to choose from, and it was



fascinating to see that the language and complexity were appropriate for the learner's level. The course had a diverse and engaging topic. Buddhism's ideas have been perfectly applied to English terminology. Because of the textbook, students could study individually or in groups. It's a learning medium with a wide range of graphics, all of which are clear and appropriate for children of all ages, as well as levels of students' enthusiasm.

This English vocabulary textbook could help students improve their vocabulary abilities by encouraging or motivating them to do so, and it also had good recollection and comprehension skills to appropriately explain word meanings in daily life while executing the skill exercises. This was supported by Chuleetham, et al. (2020), who found that the average of post-test results was 11.33 points higher than the average of pre-semester test results. The study compared the teaching and learning outcomes of traditional teaching methods, Passive Learning, case studies, and teaching and learning management in Thai history courses with Active Learning instruction using innovative Google Classroom teaching. It is found that students who received Active Learning instruction had higher learning achievement than students who received Passive Learning at the same level. Feli and Katemba (2021) investigated Vocabulary Enhancement through Memrise and Google Classroom. The purpose of this study was to see if there was a significant difference in vocabulary enhancement between females and males using Google Classroom and Memrise. The results of this study demonstrated that both groups of students could enhance their vocabulary ability, but the female group revealed a significantly higher enhancement compared to the male group. Another result indicated that there was a significant difference in vocabulary enhancement between students who were taught using Memrise through Google Classroom in the female and male groups. In summary, the findings

indicated that Memories was effective in assisting students to enhance and enrich their vocabulary.

3. According to the findings of the study on student satisfaction with Google Classroom Exercise on Mattayomsuksa 5 Students' Buddhist English Tourism Vocabulary understanding, students' satisfaction with the students' difficulties with learning new terms was high ($\bar{x}=4.55$), which supports the third premise, the textbook's numerous elements aid vocabulary learning, compared to the other items on the satisfaction scale, with an average that is greater ($\bar{x}= 4.51$).

In addition, there was the information in the use of a variety of methods to practice learning new words, which was highly interesting and stimulated a lot of desire to learn ($\bar{x}=4.49$). The satisfaction of the English vocabulary lessons online allowed the students to comprehend at a higher level in the case of things with a lower mean than the rest ($\bar{x}=4.41$).

This demonstrated that students were engaged, willing, and enjoying themselves while participating in the numerous activities listed in each skill set. Singhad, et al. (2019) observed that nursing students' academic achievement was higher after utilizing Google Classroom as a tool than after using other tools, with a statistical significance of 0.01. The satisfaction of nursing students with Google Classroom as a tool was quite high. Fai Muen Wai and Ratsida (2014) performed a study on Learning Achievement and Students' Satisfaction toward Instruction via Google Classroom in the BNS 102 (Culture and Health) School of Nursing, Rangsit University. The results showed that learning outcomes utilizing Google Classroom and traditional learning were substantially different ($p \leq .05$), and that students were satisfied with Google Classroom learning and instruction. The mean overall satisfaction was 3.78, with high satisfaction for all learning outcomes, learning habits, and learning management procedures. It was consistent with Silphiphat, et al. (2008). E-learning in the "International Economics" course via the T5 Model,



which investigated teaching and learning using electronic technologies in the International Economics Course using the T5 Model of a group of students enrolled in the International Economics Course in Thailand. Using the T5 e-Learning format, 14 students participated in the first semester of academic year 2007. In terms of class organization, instructional design, and video supporting material, the findings revealed that students were extremely satisfied with the teaching.

E-learning teaching could assist students to fulfill their objectives, increase their knowledge of classes, improve their self-study abilities, and affect their academic performance as assessed by final test results. Punctuality, thoroughness of activities, additional knowledge acquisition, methodical reporting, and collaboration all received excellent marks in student behavior observation. The average results from the exams after learning, as well as group activities, were higher than the average scores from the pre-study assessments.

Body of Knowledge

This research contributes to the body of knowledge on GCVLP by supporting students in better comprehending English terms. Furthermore, using English as a study language improves their memory in the following ways:

1. GCVLP can aid students in improving their ability to acquire English language when assessed by passing grades.
2. When it comes to English use, after receiving the lessons, it was discovered that the pupils had a very good understanding of English. Students also utilize English in other disciplines, according to the study. As a result, it demonstrates that pupils are interested in and educated about English. They will, however, require further effort in order to become fluent in English.
3. According to GCVLP principles, students like learning English vocabulary with GCVLP activities since they work through an online system. Due to the learning process, students will be able to recall

essential phrases quickly in conversation. Students can rate and comment on their instructors and peers as well. Finally, GCVLP is an effective approach for high school students to learn English vocabulary. Because GCVLP is easily accessible online, studying English vocabulary with the program is beneficial for students preparing for more demanding learning materials in future.

Conclusion

For high school students, learning English vocabulary using GCVLP is useful since it allows them to study in a fashion that they can manage. Furthermore, students' English vocabulary should be more practical and accurate in order for them to better understand how to cope with obstacles in real-life circumstances. Students' writing abilities should be enhanced by their knowledge of the English language, and they should be able to acquire a larger vocabulary set. Finally, repeated activities should be more difficult than non-repeated exercises in order to assess learners' various levels of problem-solving skill.

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