

**EFFECTIVENESS AND ACCEPTABILITY OF GOOGLE CLASSROOM IN  
LANGUAGE LEARNING**

**College of Teacher Education  
BOHOL ISLAND STATE UNIVERSITY  
Zamora, Bilar, Bohol**

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**June 2022**

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## APPROVAL SHEET


This thesis entitled "EFFECTIVENESS AND ACCEPTABILITY OF GOOGLE CLASSROOM IN LANGUAGE LEARNING", prepared and submitted by Romelyn R. Boyson, Romnick Y. Degamo, Remelou B. Gascar, and Arnold B. Jumawid Jr. in partial fulfillment of the requirements for the degree Bachelor in Secondary Education Major in English has been examined and recommended for acceptance and approval for oral defense.

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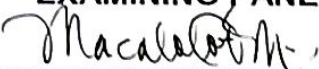
  
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“A goal is a dream with a deadline.” – Napoleon Hill

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May the Lord bless us with His guidance and unconditional love.

**The Researchers**

## ABSTRACT

The main thrust of this study was to assess the effectiveness and acceptability of Google Classroom in learning the language of the BSEd- English second year to fourth year students of Bohol Island State University- Bilar Campus during the academic year 2021- 2022. Data were obtained from one hundred twenty-two (122) Bachelor of Secondary Education major in English students. A validated questionnaire was used as data- gathering instrument in the study. The data were tallied, tabulated, and computed using the Weighted Mean Score (WMS), One way- Analysis of Variance (ANOVA), and Pearson Product Moment Correlation Coefficient. Then, the results were interpreted. The results revealed the following: in terms of ease of access, it was interpreted as "High", in terms of perceived usefulness, it was interpreted as "High", in terms of communication and interaction, it was interpreted as "High", in terms of student's satisfaction, it was interpreted as "High", and in terms of language skills, it was interpreted as "High". In the students' level of language skills, it was interpreted as "High". There is significant difference between the effectiveness of Google Classroom and students' year level but there is no significant difference between students' level of language skills and their year level. There is also a significant relationship between effectiveness of Google Classroom and students' level of language skills. Thus, the researchers conclude that the English second to fourth year students found Google Classroom effective and their level of language skills is "High" as they use this online platform. The researchers firmly recommend that teachers should use Google Classroom as a medium in building interaction to make students comfortable in conversing through this medium for activity. Teachers should help students meet their personal goals on the subject through Google Classroom as it is the medium being used. Students should find stable internet connection and knows the features of Google Classroom to avoid hassle in submitting assignments. Students should build confidence in learning the language independently as they used Google Classroom. It is further recommended to conduct a similar study to verify the effectiveness and acceptability of Google Classroom in learning the language.

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## Chapter 1

### THE PROBLEM AND ITS SCOPE

#### Rationale

When the pandemic occurred, schools around the world had closed and decided to change the educational system. Electronic learning was applied where teaching and learning is done through digital platforms. In the Philippines, technologies were being integrated and e-learning was also applied to continue the learnings, teachings, and services during the pandemic. In fact, the schools in Bohol apply the online classes especially in tertiary level as CHED announced that flexible learning will be the norm amidst of this pandemic (Mateo, 2021).

Nowadays, teachers and students were engaged to electronic learning for it was being mandated by the school and government to continue their academic journey even if there is a pandemic. With this online class, Google Classroom was introduced to the students as technology and was already integrated in teaching and learning. It is an online platform that creates a virtual classroom where teachers and students can still interact about their course. It is where teachers distribute the learning materials to the students.

Perez (2015) said that Google Classroom provides classroom communication which makes teachers easier to announce and raise questions to the students in classes. Also, this online platform affects the performance of the

students especially in doing the tasks for deadlines are shown that lead students to make and pass it on and before the deadline.

However, in reality, as Google Classroom has been the online application used by the students nowadays, it is also a platform where students are not yet proficient in integrating this tool during online classes. They still find it difficult in learning the lessons through this application that is why if given the chance they still prefer more the face-to-face mode of learning.

In learning the language, it really needs more assistance by the language teachers for students to fully develop their knowledge and skills wherein, they need to apply what they have learned in class. But in Google Classroom, things go differently from the traditional setting. Students are forced to become independent in terms of learning the language. Sometimes, they find this application confusing to use because it is new to them and they are still adjusting to the demands of the time being. Some students did not see the benefits of online learning that lead them to refuse using Google Classroom and Thai EFL students have a negative attitude towards this application (Moonma, 2021).

The researchers also experienced the same difficulties expressed by the other students in learning the language in this new normal environment. Thus, the researchers would like to conduct this study to assess the effectiveness of Google Classroom in in terms of ease of access, perceived usefulness, communication and interaction, students' satisfaction, and language skills if it is acceptable to use in the language learning of the students in the new mode of learning that would come up with recommendations.

## Literature Background

This study is anchored on the theory/ies and concepts that give ideas on how a researcher should assess the effectiveness and acceptability of Google Classroom in language learning.

The Technology Acceptance Model (TAM), a fundamental concept that was created by Davis on 1986 predicted user acceptance of computer-technology. This model seeks to forecast the acceptance of a tool and indicate the changes that must be made to the system in order for it to be acceptable to users. It has two factors that was used in the actual system. These are perceived ease of use (PEOU) and perceived of usefulness (PU). The perceived ease of use (PEOU) means that the level of the person's belief of using this system is effortless. And the perceived usefulness (PU) means that the level of the person's belief in using this system will enhance his performance. In this system, there are four other categories being introduced; perceived ease of access, perceived usefulness, perceived of students' feeling, and student's satisfaction (Saputri, 2020). In this regards, the students will recognize the usefulness and convenience of this system as they are immersed to online learning.

The flipped-classroom model (Staker & Horn, 2012) explained that students are able to use technology to engage with what they learn, interact with the teacher and their peers in a safe and educational way. It emphasized that learning outside the classroom is done using an online platform containing learning material and learning videos that provide opportunities for students to study the learning

materials before the material is taught, and develop student's ability to learn independently. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to complete by the students independently at home. The teacher guides students as they apply concepts and engage creatively in the subject matter. A flipped-classroom flips class lectures and homework/assignments around. The student's focus on a shortened pre-recorded or pre-prepared lecture/lesson at home (for homework) and gives students direct access to knowledge virtually anywhere at any time.

Republic Act No. 10650 also known as the "Open Distance Learning Act" which is an Act about expanding access to educational services by institutionalizing open distance learning in levels of tertiary education and appropriating funds. It is hereby declared the policy of the State to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services, and the use of distance education as an appropriate, efficient and effective system of delivering quality higher and technical educational services in the country. It explains that distance education is applicable and effective in giving higher quality education for the expected goal which is to provide students the best education is still achievable with the aid of the technology. With that, learning without face-to-face interaction can still lead students to gain knowledge and enhance their skills even they are just downloading the learning materials given by the teacher.

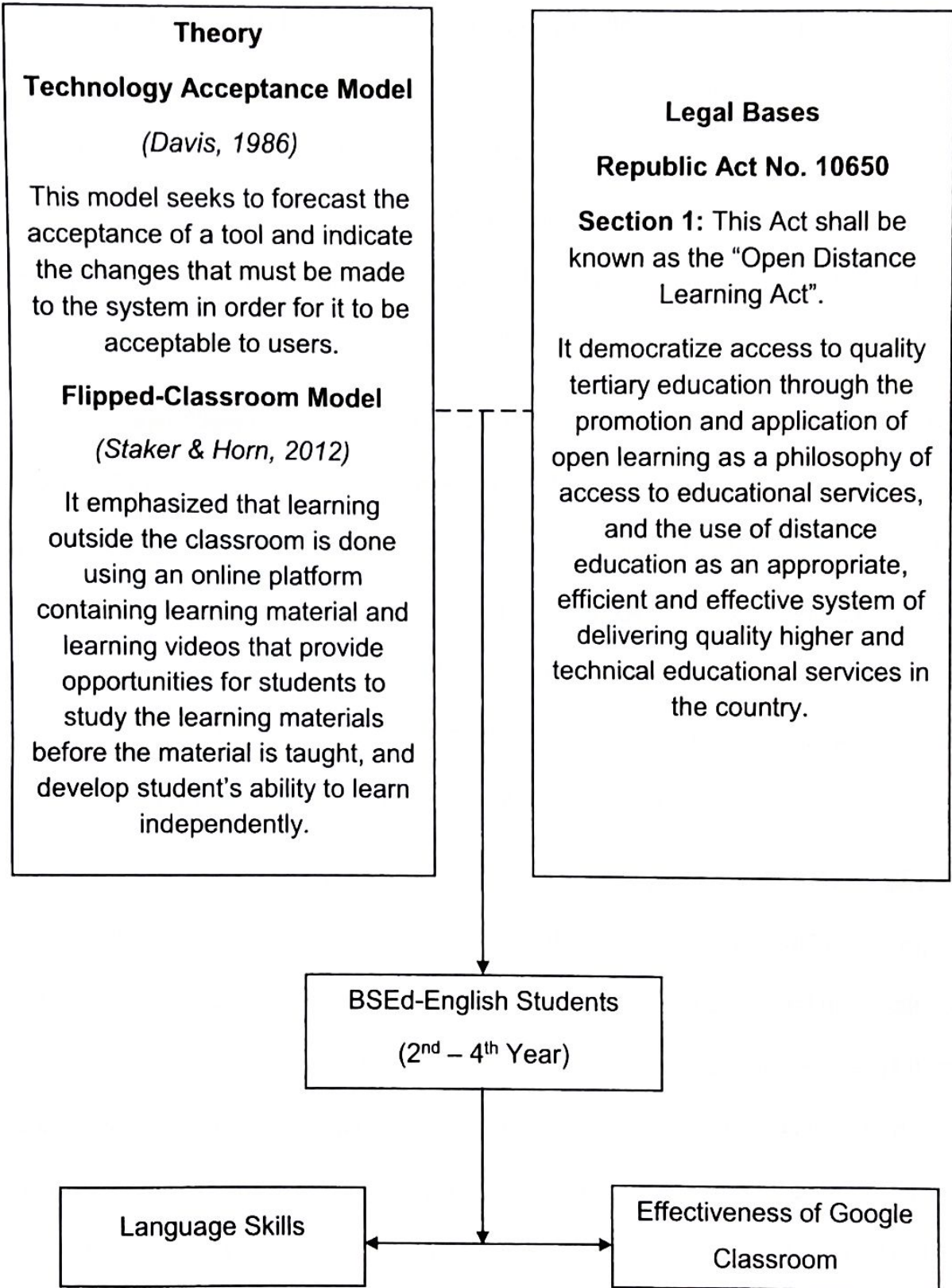


Figure 1. Theoretical – Conceptual Framework of the Study

In learning outside the classroom, online platforms also called as Learning Management Systems (LMS) were used. It consists of several types and one of these is Google Classroom (Ramadhani et al., 2019). During this pandemic, face-to-face education are restricted so, Google Classroom is being recommended to assist both teachers and students in order to be connected and work together. This serves as a new learning environment for the students (Shaharane et al., 2016).

Google Classroom is a kind of application that can be downloaded in the Google Play Store for free (Heggart & Yoo, 2018). It needs internet connection and was created by Google as an electronic learning (Martínez-Monés et al., 2017). Google Classroom is part of the online Google Apps for Education (Surdasana et al., 2019). According to Ocampo (2017), this approach of learning through Google Classroom is one of the strategies that used technology to organized teachers and students in the learning process.

Google Classroom was found out to be the most user-friendly platform. With that, many professors use this to augment to their classroom instruction. Google Classroom is an e-learning program that uses a variety of educational materials to help students develop their knowledge and skills (Sabran & Sabara, 2019). Hakim (2016) demonstrated that the use of e-learning specifically Google Classroom can help students become more engaged in learning. It has the potential to turn learners into active participants (Muslimah, 2018). Sukmawati et al., (2019) demonstrates that Google Classroom is an excellent tool for developing students' skills, abilities, discipline, and self-directed learning through teaching materials.

Sewang (2017) stated that Google Classroom is another way to enhance the quality of learning.

In using Google Classroom, teachers must inform students on how to use this application for them to be aware and confident (Ferdousi, 2019). Teacher's instruction in using this platform is needed especially that it is new to the students. This serve as a guide to them in navigating the new platform. Students need the code from the teacher in order for them to be part in the class (Alim et al., 2019).

Google Classroom is used by both instructors and students. Several studies have discovered that Google Classroom is fascinating in terms of educating and learning (Mafa, 2018). Latif (2016) pointed out that Google Classroom is useful in facilitating teaching and learning process. This application makes the learning process easier to carry out by the teacher and the students (Sukmawati et al., 2019). It also used in online learning for the productivity of the students in the learning process (Surdasana et al., 2019). In Pangasinan State University, Google Classroom is recommended in the teaching and learning processes (Ventayen et.al, 2018). According to Muslimah (2018), Google Classroom is a wonderful thing for students and instructors since it is simple to use, efficient, effective, and environmentally friendly, and it makes teacher-student communication easier.

According to Sadiman and Zakky (2018), Google Classroom is one of the mediums of learning that is used in education especially in university. It is where students get the learning materials, assignments, and announcements. This media is used for learning because it increases the interests of the students that helps in their study. Students express satisfaction with the learning activities on Google

Classroom (Mafa, 2018). It is simple to use by students whenever the need arises (Latif, 2016). Also, Muslimah (2018) concluded that students feel comfortable using Google Classroom as a learning tool.

Despite the fact that some education stakeholders complain about their smartphone's limited network connectivity, they continue to use Google Classroom because they receive information about their assignments and can download learning materials that have been uploaded by their lecturers at any time and from any location (Sulam et al., 2019). Having poor internet connection, students find it more difficult to learn for they cannot instantly download the learning materials from the Google Classroom but poor internet connection is not a hindrance to continue their learning. This online platform managed to record easily their assessment that was conducted on time. It sorted easily the issues about the missing grades by referring to the students' account. Also, it easily tracks the students who misses to pass their activities as well as who pass late (Hussaini et al., 2020).

There are lots of advantages in using Google Classroom as one of the Learning Management System (LMS) (Izenstark & Leahy, 2015). First, it increases cooperation and communication. This kind of advantage is a very possible to achieve using Google Classroom because the lecturer's post will lead the students to communicate like asking each other about the unclear instructions for them to understand what to do. It is used to build interaction between teachers and students in an online class (Liu & Chuang, 2016). This communication will give them the strong connection and collaboration to successfully make the tasks with

clear information. It means that Google Classroom is an application wherein the students and teachers are collaborating. Second, it is a centralized data storage because there's only one storage for all the files and activities of the lecturer and the students. Also, the grades will be visible to the students when they are notified with their works. Lastly, it is a quick sharing of resources as the lecturer no longer message the students individually which makes it faster and less hassle (Anshari et al., 2017).

According to Alim et al., (2019), Google Classroom is an effective platform for there are various advantages that have measured by the researchers. First, effectiveness of message recipients where students can easily see the activities posted by the teacher. Second, effectiveness of content for it gives complete content from the teachers but still, a clear instruction is needed to make students fully understand it. Third, effectiveness of communication media because it allows for more efficient flow of communication and workflow. Fourth, effectiveness of message format for it gives students an appropriate learning material that can meet the needs of the students. Fifth, effectiveness of source because it provides citations in every learning materials given by the teachers. Lastly, effectiveness of timing because this application lead to submit the activity before or on the deadline.

Furthermore, Google classroom can be effective for both the learners and faculty members due to its features. As mentioned by Chai & Tan (2010), Google Classroom has the potential of posting the following features which are establishment of common goals, clear division of work/job sharing, clear individual and group accountability, high interactivity, and positive interdependence. This

platform can establish a common goal for it provides learners a clear platform in sharing learning materials that makes it accessible to them. It also has a clear division of work/job sharing and clear individual and group accountability for all learners are able to see the instructions given by the teacher. The other features such as high interactivity and positive interdependence are the clear results of the collaborative features that was naturally created by Google Classroom. Students can learn independently and with guidance. With this, students can learn new things actively through this application.

However, with all those advantages, Google Classroom also has disadvantages. This application also has some limitations as mentioned by Pappas (2015). First, difficult account management which means that there's only one account to be used by the students for them not to be hassled in using Google Classroom. Second, limited integration options for there still no Google Calendar that would organize the materials. Third, too "googlish", it means that the services offered are all related to Google. Fourth, no automated updates where the users need to refresh first upon opening the application for them to know the new announcements given by the teacher. Fifth, difficult learner sharing which means that students can't share documents made by other person unless they are the owner of the said documents. Sixth, editing problems for students can omit information given by the teacher. Seventh, no automated quizzes and tests where it can't automatically give quizzes and tests to the students. Lastly, impersonal which means that Google Classroom is a platform where interaction is hard to establish for there is no Google Hangout.

Surdasana et al., (2019) stated another disadvantage of Google Classroom which is to require students to have smartphone, tablet, laptop, and gadgets so that they can easily access this application. Teachers used Google Classroom as a method for teaching but not all students have enough resources. Students who have the opportunity to use gadgets are expected to use it for their academic journey rather than using it for their leisure time. Aboderin (2015) also stated that some challenges that the students may face in using Google Classroom are there's no enough computers, poor internet connection, no gadgets, and power interruption.

Google Classroom needs a high and stable internet connection and if students have poor connection, he/she will have a problem in learning properly and in taking tests or quizzes. According to Safford and Stinton (2016), the learning and online activities of the students are being troubled by the poor internet connection. Fauziah et al., (2019) also stated that stable internet connection and suitable gadget is needed in using Google Classroom. Through Google Classroom's extensive flexibility, students rely primarily on self-control, time management, discipline, and preparation. Students have more liberty, which leads to procrastination more often than not. Students' procrastination might be recognized and handled directly by teachers in a regular classroom. However, when it comes to Google Classroom, things are a little different because kids have less time with their teachers. They were also unable to capture the teacher's actual presence, which has a negative impact on their learning on Google Classroom. Teachers, on the other hand, may be able to overcome this.

In teaching and learning English, the aid of technology is not a new trend. In fact, learning the language with the use of computer has started on 1960s (Islam, 2019). During this pandemic, Google Classroom became the medium to continue learning specially the language. Implementing Google Classroom in teaching English will give students more space and time to work on their own. This easily process the submission of assignments. The students automatically get feedback from their teacher and easily contact their subject teacher through Google Classroom. In short, students can easily access this kind of online platform anywhere they are that lead them to be interested and happy in learning the language (Shaharaneet et al., 2016).

According to Utami (2019), Google Classroom is simple to use both in terms of student behavior and in terms of Google's application in language learning since it makes it easier for students to post assignments, get learning materials, and it is effective for the learning process. Bryant (2006) stated that a person can already master a foreign language or complete a whole degree just sitting in his/her sofa. It means that the students own their time as they are learning. With the aid of an effective online platform, classes can be done through virtual learning environment. Virtual classrooms can result in unique language changes in students' attitudes and performance. Cotton (2001) compared the traditional classroom and virtual classroom effects on language performance and attitudes, and the result showed that there are significant differences between the two. The results proved that using virtual classroom gives a good effect to the language performance and attitude of the students.

According to Islam (2019), only students can observe the advantages and disadvantages of Google Classroom for they have to deal with it as they are learning. Teachers just give the learning materials including the activities so, only students can state the challenges that may encounter using Google Classroom. According to Subandoro and Sulindra (2019), the use of Google Classroom builds a collaboration in learning the language. It leads students to exchange ideas such as peer reviewing, peer editing, and giving feedback. This platform achieves the need of collaborative learning with complete function of a classroom.

Student's awareness in using Google Classroom is one of the problems seen in mastering the English language. In this platform, the students must first know its features in order for them to be aware on how to use it. With this awareness, students can create a good classroom and become active for it will lead them to interact, give appropriate response, and build interest in learning the language. This awareness will really help students in the learning process (Cuesta, 2018). Another problem in learning English language using Google Classroom is that learners found it inconvenient to communicate with one another via private or group messaging. If a learner wishes to communicate with another learner, he or she must either leave a public comment on a public announcement/post or publish a public post on the classroom by tagging that specific learner, which will be seen by all learners and teachers. Participants believe that communicating with fellow students takes a long time and, in some situations, compromises privacy. They also believe that discussing any single academic subject in this manner is boring (Islam, 2019).

Learning English language is learning the four basic macro-skills which are the reading, writing, listening, and speaking. In learning these four skills, Google Classroom can be a medium in learning. According to Alim et al., (2019), Google Classroom is a useful tool in improving the abilities and skills of the students. So, to enhance these skills, there are given ways or strategies as mentioned by Islam (2019).

With the use of Google Classroom, writing skills can be enhanced by letting students to write something about any topic based on their own experiences and upload this on the assignment section in the Google Classroom or the teacher will give students any interesting English videos in the Google Classroom like movie clips, reality shows, speeches, documentaries, and etc. Using these videos, students will ask to write their own reflection and reaction paper. This will lead students to be optimistically engage in writing with the use of English language.

In reading, teachers will provide students a reading material and a short quiz to test if they understand the text. Aside from that, teacher will give students a reading book and let students make and submit a book review. This kind of task will improve the reading skill of the students and it can be incorporated through the Google Classroom that ensures a better English learning environment to the students. In addition, due to this activity, students can enhance their spelling skills as it stated in the study of Yen & Mohamad (2021) that Google Classroom shows students' improvement and it helps in increasing motivation in mastering spelling.

In listening, students will be given different listening practice audio with a practice sheet present on the internet or they will be given English songs or

interesting movie clips and afterwards, the teacher will make questions about it and students will answer those questions by listening to the songs or movie clips. The quiz or practice sheet will be arranged in the Google Classroom. Megawati and Astutik (2018) discovered that Google Classroom is a tool that can help students improve their listening skills at the tertiary level.

About enhancing speaking skills, students are given some techniques on how to become a better speaker. Video clips from famous speakers can be uploaded through the Google Classroom. This will serve as the bases of the students to make their own as they were given a certain topic. Also, they will be asked to make short documentaries/ films with the use of English language. It can be done individually or by group which also enhances their communication skills. This task will also be submitted in the Google Classroom.

According to Khalil (2018), engaging students in online applications, teachers can use a complete package of various multimedia to overcome passive learning and unmotivated factors which changes the traditional approach in the English classroom. By using technological applications specifically Google Classroom in the teaching and learning the English language, the teacher can create a collaborative learning environment where students can have the opportunity to share their ideas to their classmates, receive feedbacks from the teachers, and access a numerous learning material. Moreover, Englishtina (2019) stated that teachers can create announcements and give an assignment for the class to be submitted in Google Classroom. There are variety of files that can be submitted with this application and this includes doc, pdf, ppt, xls, jpeg, mp3 and

even mp4, is allowed. This service is very beneficial in language classes. Thus, Google Classroom is an excellent choice because it allows teachers to provide materials and assignments, particularly audio and visual ones.

Teachers or lecturers have the responsibility of preparing and instructing language learners. They give students the awareness as well as the skills which required on how to comprehend the use of language (Haris et al., 2019). Moreover, Google Classroom provides features that makes students interested in learning for teachers are able to integrate teaching strategies in using technology especially when this platform provides features that would help teachers to manage the class efficiently and effectively. As a result, this led students to improve their language skills (Englishtina, 2019).

The study of Shaharane et al., (2016) confirmed that most of the students were satisfied in using Google Classroom in learning. The features of Google Classroom, as well as the program that were clear and effective execution, and students' and instructors' positive views about it, all contributed to the students' improved reading and writing performance. Thus, Google Classroom can be used effectively as a learning medium (Alim et al., 2019). As the study of Khairani et al., (2020) showed that the level of the students' acceptance of Google Classroom is high where students positively accepted this online platform in learning. Moreover, Saeed Al-Marroof (2018) showed that students are favor in using Google Classroom and it reveals that this is significantly effective as a tool used to facilitate learning activities.

## THE PROBLEM

### Statement of the Problem

The study aimed to determine the effectiveness and acceptability of Google Classroom in language learning of the first to third year BSEd-English majors of Bohol Island State University-Bilar Campus during the school year 2020-2021.

Specifically, this study sought to answer the following questions;

1. What is the profile of the respondents in terms of;
  - 1.1 Year Level?
2. What is the level of effectiveness of Google Classroom in terms of;
  - 2.1 Ease of Access;
  - 2.2 Perceived Usefulness;
  - 2.3 Communication and Interaction;
  - 2.4 Students' Satisfaction?
3. What is the students' level of language skills?
4. What is the significant difference between the effectiveness of Google Classroom and students' level of language skills in terms of year level?
5. What is the significant relationship between effectiveness of Google Classroom and students' level of language skills?

## **Null Hypothesis**

1. There is no significant difference between effectiveness of Google Classroom and students' level of language skills in terms of year level.

2. There is no significant relationship between effectiveness of Google Classroom and students' level of language skills.

## **Significance of the Study**

The result of this study would be beneficial to the following individuals:

**Students.** This study would help students to easily access Google Classroom in retrieving and passing of activities as well as receiving of learning materials that would help them in learning the language.

**Teachers.** This study would help teachers to give clear instructions to the students in delivering the learning materials as well as monitoring students' activities. This would also help them to assess the language learning of the students.

**Administration.** This study would help the administration to understand that using online platforms as a tool in delivering the lesson are effective and acceptable in a new mode of learning.

**Future Student Researchers.** The result of the study will be the basis of the other researchers who will conduct a research related to the study and it will serve as their reference.

## RESEARCH METHODOLOGY

### Design

To achieve the purpose of this study, descriptive survey design is employed. Descriptive survey design describes a certain phenomenon or event and its characteristics from a certain sample of a population (Nassaji, 2015). A questionnaire through Google form was used to determine the effectiveness of Google Classroom in language learning.

### Environment and Participants

The study was conducted at Bohol Island State University–Bilar Campus specifically conducted in the College of Teacher Education (CTE). The college offers courses such as Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd). This institution is located at Zamora, Bilar, Bohol.

The second to fourth year BSEd-English majors of Bohol Island State University-Bilar Campus were chosen to be the respondents of the study. Purposive non-random sampling was used in determining the respondents of the study. The researchers identified the 122 students enrolled in the 1<sup>st</sup> semester of Bachelor of Secondary Education major in English A.Y. 2021-2022 as the respondents of the study. There were 31 second year, 31 third year, and 60 fourth year.

## Instrument

The researchers used adapted survey questionnaire from Annita Muslimah (2018) and Md. Sadequle Islam, M. A (2019) in gathering the data which has five (5) parts (see Appendix B). The first part is the ease of access, the second part is the perceived usefulness, the third part is the communication and interaction, the fourth part is the students' satisfaction and lastly, the language skills.

A descriptor was provided to determine the effectiveness of Google Classroom using 5- Strongly Agree (Very High) if the statement is always experienced, 4- Agree (High) if the statement is often experienced, 3- Neutral (Average) if the statement is undecided, 2- Disagree (Low) if the statement is rarely experienced, and 1- Strongly Disagree (Very Low) if the statement is not experienced.

The questionnaire undergone a pilot testing at Bohol Island State University-Bilar Campus specifically to the BSEd-English 1<sup>st</sup> year students of the A.Y. 2021-2022 to test its reliability and consistency of the research tool. The researchers used Cronbach's Alpha for instruments validation. The responses of the respondents were used to validate and improve the instrument tool. The table below is result of the Cronbachs' Alpha.

<b>Cronbach's Alpha</b>	<b>Cronbach's Alpha Based on Standardized Items</b>	<b>N of Items</b>
.966	.967	33

With what is reflected above, it can be seen that the Cronbach's Alpha was resulted as .966. Therefore, there is an acceptable internal consistency of every questionnaire.

As soon as the result of the pilot test was integrated, the final circulation and distribution to the researcher's respondents was done.

### **Data Gathering Procedures**

After the validation of the instrument, the researchers sent a letter to the Dean of the College of Teacher Education as well as to the Campus Director to seek permission in conducting the study. Then, a letter of consent was sent to the respondents informing them that they were part of the study and their cooperation was highly needed. The test questionnaire was distributed through a Google form. Respondents were encouraged to ask questions if they find something confusing in the questionnaire and they were given chance to answer at their convenient time.

### **Statistical Treatment**

The Simple Percentage was used to describe the demographic profile of the respondents in terms of year level.

$$P = \frac{f}{n} \times 100\%$$

where:

P = percentage

f = frequency

n = number of cases

Weighted Mean Score was used in solving the level of effectiveness of Google Classroom in terms of ease of access, perceived usefulness, communication and interaction and students' satisfaction. Also, it was used to solve the students' level of language skills.

$$WMS = \frac{1(SDf) + 2(Df) + 3(NanDf) + 4(Af) + 5(SAf)}{N}$$

N

where:

- WMS = Weighted Mean Score  
 SDf = Frequency of Strongly Disagree  
 Df = Frequency of Disagree  
 NanDf = Frequency of Agree nor Disagree  
 Af = Frequency of Agree  
 SAf = Frequency of Strongly Agree  
 N = number of cases

To interpret the Weighted Mean Score, the following indicators were formulated:

Range	Response Category	Descriptive Interpretation
4.20 – 5.00	Strongly Agree	Very High
3.40 – 4.19	Agree	High
2.60 – 3.39	Neutral	Average
1.80 – 2.59	Disagree	Low
1.00 – 1.79	Strongly Disagree	Very Low

To find the significant difference between the effectiveness of Google Classroom and students' level of language skills in terms of year level, the researchers used One way – Analysis of Variance (ANOVA) formula.

Formula:

$$f = \frac{s^2_B}{s^2_W}$$

$$s^2_B = \frac{\sum n_i (\bar{x}_i - \bar{x}_{GM})^2}{k - 1}$$

$$s^2_W = \frac{\sum (n_i - 1) s_i^2}{\sum (n_i -)}$$

where,  $s^2_B$  = between-group variance

$s^2_W$  = within-group variance

$$\bar{x}_{GM} = \frac{\sum x}{N}$$

d.f.N. = k-1 where k= number of groups

d.f.D. = N-k where N=  $n_1 + n_2 + \dots + n_k$

Tukey Post Hoc HSD Test formula:

$$HSD = \frac{M_1 - M_2}{\sqrt{MS_w \left[ \frac{1}{n} \right]}}$$

where:

HSD = Honestly Significant Difference

$M_1, M_2$  = are means values

$MS_w$  = Mean Square Width

n = number per mean

To test the significant relationship between effectiveness of Google Classroom and students' level of language skills, Pearson Product Moment Correlation Coefficient was used with the formula.

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

where:

$r$  = coefficient of the correlation

$n$  = number of cases

$\sum xy$  = the sum of the product of  $x$  and  $y$

$\sum x$  = the sum of all the entries in  $x$  column

$\sum y$  = the sum of all the entries in  $y$  column

$\sum x^2$  = summation of the squares in  $x$

$\sum y^2$  = summation of the squares in  $y$

## DEFINITION OF TERMS

**BSEd-English Students.** They are the respondents of the study who are enrolled in the first semester A.Y 2021-2022, studying in Bohol Island State University- Bilar Campus.

**Google Classroom.** It is the common online platform that is used by the students in language learning in the new normal setting.

**Ease of Access.** It refers how accessible Google Classroom is for the students.

**Perceived Usefulness.** It refers to how useful Google Classroom for the students.

**Communication and Interaction.** This refers to the process where teachers and students interacts in the learning process using Google Classroom.

**Students' Satisfaction.** This measures students' level of satisfaction in using Google Classroom in language learning.

**Language Skills.** This refers to the level of the language skills of the students as they learn independently through Google Classroom in the new mode of learning.

**Language Learning.** This refers to the acquired learning of students in language using Google Classroom.

**Online Class.** This refers to the new mode of learning during this pandemic.

## Chapter 2

### PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation as well as the analysis and interpretation of the gathered data. It presents the profile of the respondents in terms of year level and the effectiveness of Google Classroom in terms of ease of access, perceived usefulness, communication and interaction, students' satisfaction and language skills. Also, it concludes the analysis of the significant difference between effectiveness of Google Classroom and students' level of language skills in terms of year level, and the significant relationship between effectiveness of Google Classroom and language skills of the Bachelor of Secondary Education second year to fourth year English students in A.Y 2021-2022.

Table 1 presents the profile of the respondents of the English students of Bohol Island State University- Bilar Campus.

**Year Level.** There were 31 or 25.41% second year students, 31 or 25.41% third year students and 60 or 49.18% fourth year students.

Table 1  
Profile of the Respondents  
N=122

Year Level	Frequency	Percentage
2 <sup>nd</sup>	31	25.41
3 <sup>rd</sup>	31	25.41
4 <sup>th</sup>	60	49.18
<b>Total</b>	<b>122</b>	<b>100</b>

Table 2.1 indicates the Level of Effectiveness in terms of Ease of Access. The statement "I can sign in to the Google Classroom easily" got the highest weighted mean of 3.90 which was interpreted as "Agree" while the statement "I can submit assignments in Google Classroom without a hassle" got the lowest weighted mean of 3.26 which was interpreted as "Neutral".

Table 2.1  
The Level of Effectiveness of Google Classroom in terms of Ease of Access  
N = 122

Statements	WMS	Response Category	Descriptive Interpretation	Rank
1. I can sign in to the Google Classroom easily.	3.90	Agree	High	1
2. I can easily access the course materials given by the teacher in Google Classroom.	3.77	Agree	High	4
3. In Google Classroom, I can easily send and receive assignments.	3.81	Agree	High	3
4. I can submit assignments in Google Classroom without a hassle.	3.26	Neutral	Average	6
5. I can navigate Google Classroom freely and easily.	3.62	Agree	High	5
6. I do understand the system of Google Classroom that made me easily use it.	3.86	Agree	High	2
<b>Composite Mean</b>	<b>3.67</b>	<b>Agree</b>	<b>High</b>	

**Legend:**

4.20 – 5.00	Strongly Agree	– Very High
3.40 – 4.19	Agree	– High
2.60 – 3.39	Neutral	– Average
1.80 – 2.59	Disagree	– Low
1.00 – 1.79	Strongly Disagree	– Very Low

The overall mean score in ease of access was 3.67 with a descriptive interpretation of "High". The result implies that students found Google Classroom as an accessible online platform used in language learning. This finding is supported by the study of Muslimah (2018) which shows that most students do not

find any difficulties in operating Google Classroom and Google Classroom is easy to use as a learning tool. Moreover, Iftakhar (2016) stated that students agree that Google Classroom is effective and easy to use.

Table 2.2 reflects the Level of Effectiveness in terms of Perceived Usefulness. This reveals that Google Classroom helps the respondents in submitting their assignment on time with a highest weighted mean of 3.92 which was interpreted as "Agree." This result is the same to the study of Muslimah (2018) which reveals that Google Classroom has helped the respondents to submit assignment on time because there is deadline in Google Classroom.

On the other hand, the statement "Google Classroom is an excellent medium for social interaction (lecturer vs. students and students vs. student) as demonstrated by this activity" got the lowest weighted mean of 3.53 which was interpreted as "Neutral". This result is the same to the study of Liu & Chuang (2016) which explained that Google Classroom is used in an online class to build interaction between teachers and students.

Generally, this part resulted with an overall mean score of 3.75 with a descriptive interpretation of "High". It implies that students perceived Google Classroom as a useful tool in learning the language. This is supported with the study of Saeed Al- Maroof (2018) that shows students perceived the use of Google Classroom as easy and useful. It also connects to the study of Muslimah (2018) which stated that most students feel Google Classroom useful in their learning process.

Table 2.2  
The Level of Effectiveness of Google Classroom in terms of Perceived Usefulness  
N = 122

Statements	WMS	Response Category	Descriptive Interpretation	Rank
1. The quality of learning activity was excellent.	3.66	Agree	High	6
2. Google Classroom is an excellent medium for social interaction (lecturer vs. students and students vs. student) as demonstrated by this activity.	3.53	Agree	High	7
3. Google Classroom helped me to submit assignment on time.	3.92	Agree	High	1
4. The course activities helped me to examine issues, to evaluate new ideas, and to apply what I have learned.	3.67	Agree	High	4
5. The feedback provided by the lecturer is useful.	3.88	Agree	High	2
6. The grading system in Google Classroom helped in monitoring my performance and understanding the current topic discussed.	3.81	Agree	High	3
7. The subject objective, assessment and content were consistent with the aid of Google Classroom.	3.67	Agree	High	4
<b>Composite Mean</b>	<b>3.75</b>	<b>Agree</b>	<b>High</b>	

**Legend:**

4.20 – 5.00	Strongly Agree	– Very High
3.40 – 4.19	Agree	– High
2.60 – 3.39	Neutral	– Average
1.80 – 2.59	Disagree	– Low
1.00 – 1.79	Strongly Disagree	– Very Low

Table 2.3 describes the Level of Effectiveness in terms of Communication and Interaction. This explains that the respondents have observed as they used

Google Classroom that the lecturers are friendly, approachable, and could be easily contacted with a highest weighted mean of 3.58 which was described as "Agree." It also reveals that the respondents felt comfortable in interacting with their classmates in doing their activity with the lowest weighted mean of 3.42 which also described as "Agree."

Table 2.3  
The Level of Effectiveness of Google Classroom in terms of Communication and Interaction  
N = 122

Statements	WMS	Response Category	Descriptive Interpretation	Rank
1. I felt comfortable conversing through this medium for this activity.	3.52	Agree	High	2
2. Lecturer helped to keep course participants engaged and participating in productive discussion.	3.50	Agree	High	3
3. I felt comfortable interacting with other participants in this activity.	3.42	Agree	High	6
4. My point of view was acknowledged by other participants during this activity.	3.44	Agree	High	5
5. Lecturers are enthusiastic in teaching and explaining via the Google Classroom.	3.46	Agree	High	4
6. Lecturers are friendly, approachable and could be easily contacted.	3.58	Agree	High	1
<b>Composite Mean</b>	<b>3.49</b>	<b>Agree</b>	<b>High</b>	

**Legend:**

4.20 – 5.00	Strongly Agree	– Very High
3.40 – 4.19	Agree	– High
2.60 – 3.39	Neutral	– Average
1.80 – 2.59	Disagree	– Low
1.00 – 1.79	Strongly Disagree	– Very Low

Generally, it resulted with an overall mean score of 3.49 with a descriptive interpretation of "High". It implies that Google Classroom builds good communication between students and teachers in the teaching-learning process.

The findings were supported with the study of Liu & Chuang (2016) which explained that Google Classroom is used to build interaction between teachers and students in an online class. This communication will give them the strong connection and collaboration to successfully make the tasks with clear information. Moreover, the study of Alim et al., (2019) found out that Google Classroom helps in having an effectiveness of communication media because it allows for more efficient flow of communication and workflow.

Table 2.4 illustrates the Level of Effectiveness of Google Classroom in terms of Students' Satisfaction. The result reveals that the statement "Google Classroom is my first choice in active learning compare to other method" got the highest weighted mean of 3.76 which was interpreted as "Agree" while the statement "The subject met my personal goal through the medium introduced" got the lowest weighted mean of 3.52 which was also interpreted as "Agree".

The overall mean score in students' satisfaction was 3.67 with a descriptive interpretation of "High". It implies that students were satisfied in using Google Classroom. This result corresponds to the study of Mafa (2018) which stated that students express satisfaction with the learning activities on Google Classroom. The study of Shaharane et al., (2016) confirmed that most of the students were satisfied in using Google Classroom in learning. Also, the study of Muhammad (2018) concluded that Google Classroom is useful in learning process and the respondents were satisfied with this application.

Table 2.4  
The Level of Effectiveness of Google Classroom in terms of Students'  
Satisfaction  
N = 122

Statements	WMS	Response Category	Descriptive Interpretation	Rank
1. The subject met my personal goal through the medium introduced.	3.52	Agree	High	4
2. I would recommend this method of learning to be applied to another appropriate subject.	3.69	Agree	High	3
3. Google Classroom is my first choice in active learning compare to other method.	3.76	Agree	High	1
4. I like the Google Classroom as a learning initiative and motivation booster.	3.71	Agree	High	2
<b>Composite Mean</b>	<b>3.67</b>	<b>Agree</b>	<b>High</b>	

**Legend:**

4.20 – 5.00	Strongly Agree	– Very High
3.40 – 4.19	Agree	– High
2.60 – 3.39	Neutral	– Average
1.80 – 2.59	Disagree	– Low
1.00 – 1.79	Strongly Disagree	– Very Low

Table 3 shows the Students' Level of Language Skills. In this part, the statement "Due to reading some articles and writing some essays, I get to become better in spelling a word" got the highest weighted mean which was 3.75 and interpreted as "Agree." On the other hand, the statement "I became confident in learning the language through Google Classroom" got the lowest weighted mean of 3.35 which was interpreted as "Agree".

Generally, this resulted with an overall mean score of 3.56 with a descriptive interpretation of "High". It implies that Google Classroom is an effective online tool for the language skills of the students. The result is connected to the study of Alim

et al., (2019) which stated that Google Classroom is a useful tool in improving the abilities and language skills of the students.

Table 3  
Students' Level of Language Skills  
N = 122

Statements	WMS	Response Category	Descriptive Interpretation	Rank
1. I can easily read and understand the learning materials given by the teacher in the Google Classroom.	3.75	Agree	High	3
2. I became proficient about grammar due to the activities given by the teachers in the Google Classroom.	3.38	Neutral	Average	9
3. I manage to identify grammatical error as I read article and story uploaded in the Google Classroom.	3.51	Agree	High	6
4. I can easily write essays based from what I've understand in the learning materials given by the teachers.	3.53	Agree	High	5
5. As I watched the videos sent by the teacher in the Google Classroom, it makes me become a good listener.	3.48	Agree	High	7
6. Watching videos with the link given by the teacher in the Google Classroom really helps me to become fluent with the English language.	3.43	Agree	High	8
7. Due to reading some articles and writing some essays, I get to become better in spelling a word.	3.83	Agree	High	1
8. Through the learning materials given by the teacher in the Google Classroom, I learned new vocabulary.	3.79	Agree	High	2
9. I became confident in learning the language through Google Classroom.	3.35	Neutral	Average	10
10. Google Classroom helps me learn the language independently.	3.60	Agree	High	4
<b>Composite Mean</b>	<b>3.56</b>	<b>Agree</b>	<b>High</b>	

**Legend:**

4.20 – 5.00	Strongly Agree	– Very High
3.40 – 4.19	Agree	– High
2.60 – 3.39	Neutral	– Average
1.80 – 2.59	Disagree	– Low
1.00 – 1.79	Strongly Disagree	– Very Low

One way-Analysis of Variance (ANOVA) was used to test the difference between the effectiveness of Google Classroom in terms of year level of the students. As presented in Table 4, p-value of 0.000 which is lesser than 0.05 reveals that the difference between groups is statistically significant. Thus, the null hypothesis of the study is rejected which means that there is significant variance between the effectiveness of Google Classroom to the year level of the students.

Table 4  
Difference between Effectiveness of Google Classroom and Students' Year Level  
N = 122

		Sum of Squares	df	Mean Square	F	Sig.
Effectiveness of Google Classroom	Between Groups	6.447	2	3.224	11.162	0.000
	Within Groups	34.367	119	0.289		
	<b>Total</b>	<b>40.815</b>	<b>121</b>			

\*Significant at  $p < 0.05$

With the significant variance, the data were then further subjected to Tukey's test as reflected in Table 4.1. Based on Tukey HSD, it was indicated that the second year level showed no significant difference compared to third year level but has significant difference to fourth year level. Also, the third year level compared to fourth year level showed significant difference.

Table 4.1  
Multiple Comparison Using Tukey HSD between the Effectiveness of Google Classroom and Students' Year Level

Dependent Variable	(I) yerlvl	(J) yerlvl	Sig.
Effectiveness of Google Classroom	2 <sup>nd</sup> year	3 <sup>rd</sup> year	0.740
		4 <sup>th</sup> year	0.003
	3 <sup>rd</sup> year	4 <sup>th</sup> year	0.000

\*Significant at  $p < 0.05$

One way-Analysis of Variance (ANOVA) was also used to test the difference between students' level of language skills. As presented in Table 4.2, a p-value of 0.63 which is greater than 0.05 reveals that there is no significant difference between groups. Thus, the null hypothesis of the study is accepted which means that there is no significant variance between students' level of language skills in terms of year level.

Table 4.2  
Difference between Students' Level of Language Skills and Year Level  
N = 122

		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Students' Level of Language Skills</b>	Between Groups	1.964	2	0.982	2.834	0.063
	Within Groups	41.237	119	0.347		
	<b>Total</b>	<b>43.201</b>	<b>121</b>			

\*Significant at  $p < 0.05$

Table 5 presents the test correlation result between effectiveness of Google Classroom and students' level of language skills using Pearson Product Moment Coefficient Correlation. With a p-value of 0.000 which is lesser than 0.01, the data analysis reveals that there is a significant relationship between the two variables. Thus, the decision is to reject the null hypothesis.

This result is supported with the study of Nugroho (2019) which stated that Google Classroom was significantly linked to higher English proficiency to the EFL learners as it offers them a chance for language learning and practice. Furthermore, it indicates that the use of Google Classroom in the language learning of the students is effective and acceptable.

Table 5  
 Significant Relationship between Effectiveness of Google Classroom and  
 Language Skills  
 N = 122

Source of Relationship	Pearson (r) Correlation	Sig.	Interpretation	Decision
Effectiveness of Google Classroom & Students' Level of Language Skills	0.766	0.000	significant	Reject $H_0$

\*\*Correlation is significant at the 0.01 level (2-tailed).

## Chapter 3

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary and the findings of the study. Based from the findings, conclusions were drawn and presented here subsuming the formulated recommendations.

The main thrust of this study was to assess the effectiveness of Google Classroom in language learning among all second year, third year, and fourth year students of Bachelor of Secondary Education major in English of Bohol Island State University- Bilar Campus, A.Y. 2021-2022.

Specifically, it sought to find out the profile of the respondents in terms of year level. This also sought to determine the effectiveness of Google Classroom in terms of ease of access, perceived usefulness, communication and interaction, students' satisfaction, and students' level of language skills.

Moreover, this sought to seek the significant difference between the effectiveness of Google Classroom and students' level of language skills in terms of year level. Furthermore, this sought to identify the significant relationship between effectiveness of Google Classroom and students' language skills. There were 31 second year, 31 third year, and 60 fourth year students of Bachelor of Secondary Education major in English, A.Y. 2021-2022.

The researchers used a modified survey questionnaire to gather the data. Weighted Mean Score, One way – Analysis of Variance (ANOVA), and Pearson Product Moment Coefficient Correlation were employed in the study.

## **Summary of Findings**

Based on the results of the study, the researchers have drawn the following highlights of the findings:

### **1. Profile of the Respondents**

The result shows that there were 31 second year, 31 third year, and 60 fourth year students of Bachelor of Secondary Education major in English, A.Y 2021-2022.

### **2. Level of Effectiveness of Google Classroom**

The result shows that the level of effectiveness of Google Classroom in terms of ease of access, perceived usefulness, communication and interaction, and students' satisfaction is "High".

### **3. Students' Level of Language Skills**

The result reveals that the students' level of language skills is "High".

### **4. Significant Difference of the Effectiveness of Google Classroom and Students' Level of Language Skills in terms of Year Level**

There is a significant difference between the effectiveness of Google Classroom and students' year level but there is no significant difference between students' level of language skills and their year level.

## **5. Significant Relationship between Effectiveness of Google Classroom and Students' Level of Language Skills**

There is a significant relationship between effectiveness of Google Classroom and students' level of language skills.

### **Conclusions**

Based on the results, the researchers conclude that the English second to fourth year students found Google Classroom as effective and their level of language skills is high as they used this online platform. It means that Google Classroom is effective in the language learning of the students.

### **Recommendations**

1. Teachers should use Google Classroom as a medium in building interaction to make students comfortable in conversing through this medium for activity.
2. Teachers should help students meet their personal goals on the subject through Google Classroom as it is the medium being used.
3. Students should find stable internet connection and knows the features of Google Classroom to avoid hassle in submitting assignments.
4. Students should build confidence in learning the language independently as they used Google Classroom.
5. Future researchers may conduct a similar study to verify the effectiveness of Google Classroom in learning the language

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## **APPENDICES**

## APPENDIX A

### Letters



Republic of the Philippines  
**BOHOL ISLAND STATE UNIVERSITY - BILAR**  
 Zamora, Bilar, Bohol



*Vision: A premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.*

*Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in the professional and technological fields; undertake research and development, and extension services for the sustainable development of Bohol and the country.*

November 10, 2021

**MARIETTA C. MACALOLOT, Ph. D**

Campus Director  
 BISU-Bilar Campus  
 Zamora, Bilar, Bohol

**Ma'am:**

The undersigned BSEd IV students major in English of this institution humbly request permission from your office to conduct a research entitled "**EFFECTIVENESS AND ACCEPTABILITY OF GOOGLE CLASSROOM IN LANGUAGE LEARNING**", in partial fulfillment of the requirements for the degree of Bachelor in Secondary Education (BSEd).

In this regard, we humbly request permission from your office to allow us to conduct our study in this institution specifically the BSEd-English II, III, and IV students of the College of Teacher Education. Google form will be used to gather the needed data and rest assured that safety protocols will be followed.

May this request merit your approval.

Thank you very much and God Bless.

Very respectfully yours,

(Sgd) **ROMELYN R. BOYSON**  
 (Sgd) **ROMNICK Y. DEGAMO**  
 (Sgd) **REMELOU B. GASCAR**  
 (Sgd) **ARNOLD B. JUMAWID JR.**  
 Student Researchers

Noted:

(Sgd) **CHLEA MARIE M. TAÑEDO, MA.Ed.**  
 Research Adviser

Approved:

(Sgd) **MARIETTA C. MACALOLOT, Ph.D.**  
 Campus Director, Bohol Island State University



Republic of the Philippines  
**BOHOL ISLAND STATE UNIVERSITY - BILAR**  
 Zamora, Bilar, Bohol



*Vision: A premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.*

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November 10, 2021

**MA. QUIMAR Q. GAHIT, Ed.D.**

Dean, College of Teacher Education  
 BISU-Bilar Campus  
 Zamora, Bilar, Bohol

**Ma'am:**

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(Sgd) **ARNOLD B. JUMAWID JR.**

Student Researchers

Noted:

(Sgd) **CHLEA MARIE M. TAÑEDO, MA.Ed.**

Research Adviser

Recommending Approval:

(Sgd) **LIBRADA S. QUILAS, Ph.D.**

Chairperson, Department of Secondary Education

Approved:

(Sgd) **MA. QUIMAR Q. GAHIT, Ed.D.**

Dean, College of Teacher Education



(no subject)

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Arnold Jumawid

Oct 23, 2021

DEAR MD. SADEQULE ISLAM, M.A.  
THANK YOU FOR YOUR ARTICLE ON A SURVEY  
ON BANGLADESH UNIVERSITY STUDENTS'  
PERCEPTION ON USING GOOGLE CLASSROOM  
TEACHING ENGLISH WHICH WE FIND HELPFUL  
ON OUR CURRENT RESEARCH. WE INTEND TO  
CITE YOU FOR OUR METHODS AND RESULTS. WE  
SHALL PROVIDE THE RESULTS OF OUR STUDY SO  
CAN SEE THE APPLICATION IN OUR COUNTRY,  
REPUBLIC OF THE PHILIPPINES.

VERY RESPECTFULLY YOURS,  
ARNOLD JUMAWID JR.



Md. Sadequle Islam to you

Oct 23, 2021

Dear Jumawid,  
Thanks for your message.  
I wish you all the best for your future research  
endeavors.  
Regards,  
Md. Sadequle Islam

Reply

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More -



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Arnold Jumawid

Oct 23, 2021

DEAR ANNITA MUSLIMAH  
THANK YOU FOR YOUR ARTICLE ON A SURVEY  
ON THE USE OF GOOGLE CLASSROOM IN  
ENGLISH LANGUAGE EDUCATION DEPARTMENT  
OF ISLAMIC UNIVERSITY OF INDONESIA WHICH  
WE FIND HELPFUL ON OUR CURRENT  
RESEARCH. WE INTEND TO CITE YOU FOR OUR  
METHODS AND RESULTS. WE SHALL PROVIDE  
THE RESULTS OF OUR STUDY SO CAN SEE THE  
APPLICATION IN OUR COUNTRY, REPUBLIC OF  
THE PHILIPPINES.

VERY RESPECTFULLY YOURS,  
ARNOLD JUMAWID JR.

Reply

Mark as unread

More -



Dear Respondents,

Greetings of bliss and peace!

You are invited to participate to a research study entitled "EFFECTIVENESS AND ACCEPTABILITY OF GOOGLE CLASSROOM IN LANGUAGE LEARNING" as partial fulfillment of the requirements for the Degree of Bachelor of Secondary Education Major in English.

While your participation in this study may or may not benefit you personally, any research findings would surely help to inform teachers, administrators, and policy-makers to refine actions, initiatives, policies, programs, and interventions to improve the use of Google Classroom in conducting flexible/remote classes.

In connection with this, the researcher would like to ask your active cooperation by wholeheartedly answering this questionnaire. It is further encouraged that no item should be left unanswered. Rest assured that your answers will be kept and treated with full confidentiality.

We would be very much delighted to answer any questions you might have.

**The Researchers**

### **Pledge of Data Privacy**

The data gathered from this study is protected under Republic No. 10173 of the Republic of the Philippines, also known as the Data Privacy Act. With this, we, the researchers, do hereby solemnly pledge to use any data for research purpose only and utmost censorship will be observed.

## APPENDIX B

### Instrument

#### “EFFECTIVENESS AND ACCEPTABILITY OF GOOGLE CLASSROOM IN LANGUAGE LEARNING”

INSTRUCTION: Read the following statements below and check the box that suits your answer.

SCALE:      SA – Strongly Agree                      D – Disagree  
                     A – Agree    SD – Strongly Disagree  
                     N – Neutral

#### Ease of Access

No	Statements	SA	A	N	D	SD
1	I can sign in to the Google Classroom easily.					
2	I can easily access the course materials given by the teacher in Google Classroom.					
3	In Google Classroom, I can easily send and receive assignments.					
4	I can submit assignments in Google Classroom without a hassle.					
5	I can navigate Google Classroom freely and easily.					
6	I do understand the system of Google Classroom that made me easily use it.					

#### Perceived Usefulness

No	Statements	SA	A	N	D	SD
1	The quality of learning activity was excellent.					
2	Google Classroom is an excellent medium for social interaction (lecturer vs. students and students vs. student) as demonstrated by this activity.					
3	Google Classroom helps me to submit assignment on time.					

4	The course activities helped me to examine issues, to evaluate new ideas, and to apply what I have learned.					
5	The feedback provided by the lecturer is useful.					
6	The grading system in Google Classroom help in monitoring my performance and understanding the current topic discussed.					
7	The subject objective, assessment and content were consistent with the aid of Google Classroom.					

### Communication and Interaction

No.	Statements	SA	A	N	D	SD
1	I felt comfortable conversing through this medium for this activity.					
2	Lecturer helped to keep course participants engaged and participating in productive discussion.					
3	I felt comfortable interacting with other participants in this activity.					
4	My point of view was acknowledged by other participants during this activity.					
5	Lecturers are enthusiastic in teaching and explaining via the Google Classroom.					
6	Lecturers are friendly, approachable and could be easily contacted.					

### Students' Satisfaction

No.	Statements	SA	A	N	D	SD
1	The subject met my personal goal through the medium introduced.					
2	I would recommend this method of learning to be applied to another appropriate subject.					
3	Google Classroom is my first choice in active learning compare to other method.					
4	I like the Google Classroom as a learning initiative and motivation booster.					

### Language Skills

No.	Statements	SA	A	N	D	SD
1	I can easily read and understand the learning materials given by the teacher in the Google Classroom.					
2	I became proficient about grammar due to the activities given by the teachers in the Google Classroom.					
3	I manage to identify grammatical error as I read article and story uploaded in the Google Classroom.					
4	I can easily write essays based from what I've understand in the learning materials given by the teachers.					
5	As I watched the videos sent by the teacher in the Google Classroom, it makes me become a good listener.					
6	Watching videos with the link given by the teacher in the Google Classroom really helps me to become fluent with the English language.					
7	Due to reading some articles and writing some essays, I get to become better in spelling a word.					
8	Through the learning materials given by the teacher in the Google Classroom, I learned new vocabulary.					
9	I became confident in learning the language through Google Classroom.					
10	Google Classroom helps me learn the language independently.					

**Source:** Adapted from the study entitled "A Survey on the Use of Google Classroom in English Language Education Department of Islamic University of Indonesia" & "Bangladesh University Students' Perception on Using Google Classroom for Teaching English"