

การเสริมสร้างความรู้ด้านกรรมาจก โดยใช้บทเรียนเสริมผ่าน Google Classroom Enhancing Students' Passive Voice Knowledge Using Supplementary Lessons through Google Classroom

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของบทเรียนเสริมเรื่อง กรรมาจก (passive voice) ผ่าน Google Classroom และเพื่อศึกษาทัศนคติของนิสิตต่อบทเรียนเสริม เรื่อง passive voice ผ่าน Google Classroom กลุ่มตัวอย่างเป็นนิสิตสาขาวิชาภาษาอังกฤษ ชั้นปีที่ 1 มหาวิทยาลัยพะเยา จำนวน 28 คน ซึ่งลงทะเบียนรายวิชาประโยคภาษาอังกฤษ (english sentences) ภาคเรียนที่ 2 ปีการศึกษา 2562 คัดเลือกโดยวิธีแบบเจาะจง เครื่องมือที่ใช้ในการวิจัย คือ แบบทดสอบความรู้ แบบสอบถาม แบบสัมภาษณ์แบบกึ่งโครงสร้าง และบทเรียนเสริมเรื่องกรรมาจก ใช้สถิติเชิงพรรณนาและค่า t-test และใช้การวิเคราะห์เชิงเนื้อหา ผลการวิจัยพบว่าบทเรียนเสริม เรื่องกรรมาจก ผ่าน Google Classroom สามารถเสริมสร้างความรู้ด้าน กรรมาจก ของกลุ่มตัวอย่างอย่างมีนัยสำคัญที่ระดับ .01 อีกทั้งบทเรียนเสริมยังมีประสิทธิภาพสูงกว่าเกณฑ์ที่ตั้งไว้ คือ $E_1/E_2 = 80/80$ จากผลการวิจัยได้ค่า $E_1/E_2 = 81.28/82.60$ และยัง พบว่า ผู้เรียนมีทัศนคติที่ดีต่อบทเรียนเสริมผ่าน Google Classroom

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Enhancing Students' Passive Voice Knowledge Using Supplementary Lessons through Google Classroom

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Abstract

The objectives of this research are 1) to examine the effectiveness of passive voice supplementary lessons through Google Classroom 2) to investigate students' attitudes towards passive voice supplementary lessons through Google Classroom. The sample group consisted of 28 undergraduate students from the University of Phayao enrolled in the "English Sentence" course for the academic year 2019. The data were analyzed using t-test and descriptive statistics. The results showed passive voice supplementary lessons through Google classroom improved students' knowledge of the passive voice. There was a notable difference between the mean of pre passive voice test and post passive voice test which was significantly more important to the statistical significance level of 0.01. The results also showed the effectiveness of the supplementary lesson E_1/E_2 was 81.28/82.60, which was accorded with 80/80 set criterion. Moreover, the students had positive attitudes towards passive voice supplementary lessons through Google Classroom.

Keywords: passive voice, supplementary lessons, google classroom

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Introduction

It is internationally known that English is regarded as a global language used by people around the world. It is also known as lingua franca and people study English with different purposes mainly for communication. In the Thai context, English plays an important role in communicating in Thais' life with people from around the world in the setting of politics, economics, education, and other aspects. From the role and importance of the English language as stated, English users for communication in various skills are required to learn and use the correct English grammar as Long and Richards (1987) stated, grammar was the core of English language teaching. Learning a language indeed requires knowledge of grammar as it can be used as an effective tool. Lekpoonkrid (2016) pointed out learning English grammar is obligatory for gaining the knowledge of English to use it as an effective tool. Richards, Gallo, & Renandya (as cited in Lekpoonkrid, 2016, p. 94) stated that the role of grammar in language teaching is highly regarded by most teachers. In brief, English grammar is required at the early stage of language learning.

Accordingly, how English grammar should be taught is the key point in teaching.

Among grammar rules, passive voice plays a crucial role in writing. Its significance had been added in English teaching plans both at the tertiary level and secondary level. In a classroom setting, some students were not able to adapt it to academic reading and writing. Grammar was mostly taught by Thai teachers by focusing on form with structure and rules followed by drills. The ability to construct a correct sentence was based on these grammar rules. Some students were able to remember grammatical structures, but could not use them (rules and structures) in listening, speaking, reading, especially writing. This teaching method was called Focus on Form-Explicit-deductive mode (Lee, 2007). Traditional grammar teaching methods and communicative grammar approach might not fully work due to various limitations, so it is interesting to find other techniques for teaching grammar, especially the passive voice.

Active and passive voice was important for students to learn as it was an English grammar feature, needed on formal written discourse (Hinkel, 2004, pp. 5-29). Students should be able to form correct structures of the voices. However, some students could not use voices correctly especially using passive voice. Li and Thompson (1976) (as cited in Lekpoonkrid, 2016, p. 111) found that EFL learners encountered problems of using active and passive voice. Abdulsata (as cited in Lekpoonkrid, 2016, p. 94) mentioned that some Thai students made a lot of passive voice errors in the basic essay,

Lekpoonkrid (2016, p. 94), found some problems in distinguishing the structure of active and passive voice, and in understanding the readings containing the structures of active and passive voice. The outcome was that only some students could remember and understand the concepts or the structure of sentences they had learned while others did not.

Studies of the teaching, learning, and use of the English passive voice caused problems both in native and non-native contexts. It was accorded with Celce-Murcia and Larsen-Freeman (1999). They noted that teaching, learning when and how to use the passive voice presented the greatest difficulty to teachers and learners. In the Thai context, the passive voice was also one of the focused topics in the research scenario. Some researchers found that most of the Thai learners were unfamiliar with the passive voice (Sompong, 2013; Sadmuk, 2003; Choomthong, 2009). Besides, some studies pointed out problems on passive voice construction based on language groups known as topic-prominent and subject-prominent (Lekpoonkrid, 2016, p. 97). According to Lekpoonkrid (2016, p. 97), topic-prominent languages emphasize the importance of what the speaker/ writer wants to talk about whereas the topic is not necessarily the subject of the sentence. In contrast, subject-prominent languages place a significant place to the subject of a sentence and the speaker/ writer needs to fill in the subject position. Accordingly, English is categorized into subject-prominent language. Therefore, the subject position must be filled. In contrast, the Thai language is prominent. Traditional ways of teaching grammar where the classroom is centered can be replaced by advanced technology.

Nowadays, Google Classroom plays a very important role in the classroom scenario. It is a recent development of Google for academic institutions to ensure a blended learning platform to simplify creating, distributing, and grading assignments in a paperless way. Google Classroom is a free education application via the internet. The knowledge has been gathered in a systematic way for students to use. It may improve students' knowledge of passive voice and also help to promote self-learning for students outside the classroom. In Bangladesh, according to the study on the role of google classroom in language teaching by Fazle, Mir, and Zakaria, Akm and Mohammad (2018) Google classroom was utilized to help language teaching to enhance the teaching and learning process for both teachers and learners. However, there was no direct research conducted on the effectiveness of Google classroom to teach passive voice.

This study aimed to combine traditional grammar teaching, communicative grammar with Google Classroom to teach students how to construct passive voice sentences properly.

Objective

- 1) To examine the effectiveness of passive voice supplementary lessons through Google Classroom.
- 2) To investigate students' attitudes towards passive voice supplementary lessons through Google Classroom.

Methodology

1. Population

The population was 141 first-year undergraduate students; enrolled in the course "English Sentences" for the academic year 2019 at the University of Phayao. The sample consisted of 28 students, selected by the purposive sampling technique.

2. Research Instruments

2.1 Supplementary lesson had 5 chapters with the following contents 1) Subject and Verb agreement, 2) Pronouns, 3) Regular and irregular verbs, 4) Verb tenses and Verb to Be, and 5) Patterns of passive sentences. Each lesson employed Google Classroom consisting of the practical plan (level, aims, instruction to conduct learning activity, assessment), rules, and explanations equipped with examples from clips, pictures and texts, and an overview of each lesson with the exercises. The maximum score for each exercise was 10, so the total scores were 50.

2.2 Pre and Posttest consisted of 30 multiple-choice questions and the participants were required to complete the sentences by selecting the correct choice. The maximum score for each test was 30 out of 30 correct answers.

2.3 Questionnaire for attitude towards learning via google classroom consisted of 5 parts with 14 items, a closed-ended question with rating scale based on Likert scale, divided into 5 levels (1 = strongly disagreeing, 2 = disagreeing, 3 = equally agreed and disagreeing, 4 = agreeing, 5 = strongly agreeing)

2.4 The interview form for students' attitudes towards learning via google classroom was an open-ended question with 3 semi-structured questions.

3. Data collection

The trial period was semester 2/2019 in the English Sentences course, 3 times weekly, and 3 hours each lesson. The process of collecting data is shown below:

3.1 The researcher checked students' knowledge (pretest) about passive voice before using lessons.

3.2 The researcher presented the content of the lesson to review knowledge on the given topic.

3.3 The researcher gave the supplementary lessons and exercises through Google Classroom. There were tests of knowledge after learning through google classroom application.

3.4 After students learned all five lessons, the researcher utilized a similar test to the pretest to determine the degree of achievement of grammar (posttest).

3.5 The researcher asked the participants to answer the questionnaire on students' attitudes towards passive voice supplementary material lessons through Google Classroom.

3.6 The researcher interviewed the participants by semi-structured interviews to answer how they felt about the contents of the passive voice supplementary material lessons in terms of effectiveness to improve their knowledge of the passive voice.

4. Data analysis

4.1 To examine the effectiveness of passive voice supplementary lessons through Google Classroom, quantitative data obtained from pretest and posttest were analyzed by percentage, mean and standard deviation, and comparative data obtained from pretest and posttest were analyzed by t-test.

4.2 To investigate students' attitudes towards passive voice supplementary lessons through Google Classroom, the analysis on the questionnaire were analyzed by the mean and standard deviation. Content analysis was conducted for semi-structured interviews.

Result and Discussion

Part 1) To examine the effectiveness of passive voice supplementary lessons through Google Classroom

The first research objective was to examine the effectiveness of passive voice supplementary lessons through Google Classroom. The sets of quantitative tables

presented from the scores of the pre and post passive voice test including the scores from 5 exercises after learning the passive voice supplementary through the Google classroom respectively (Table 1) and the achievement test scores after the learning process (Table 2).

Table 1 Result of the participants' mean score and percentage from exercises and the pre and post passive voice tests.

	Pre –passive voice test (30)	Exercise (50)	Post-passive voice test (30)
Total score	540	1,138	694
Average (\bar{x})	19.28	40.64	24.78
Percentage		81.28 (E_1)	82.60 (E_2)

Table 1 showed the effectiveness of the supplementary lessons during the learning process (E_1) was equal to 81.28 and the performance effectiveness (E_2) was equal to 82.60. Therefore, the effectiveness of the supplementary lesson E_1/E_2 was 81.28/82.60, which was higher than the 80/80 set criterion.

Table 2 Results of a t-test comparing the participants' performance on the pre-and-post passive voice tests.

Test	N	\bar{x}	S.D.	t	df	Sig
Pre –passive voice test	28	19.46	4.79	-9.744	27	0.00
Post –passive voice test	28	24.79	3.56			

Note:* significance level of .01

Table 2 showed that the achievement test scores after the learning process had an average of 24.79, higher than the previous test which had an average of 19.46, which was significantly more important to the statistical significance level of .01.

Part 2) To investigate students' attitudes towards passive voice supplementary lessons through Google Classroom.

The second research objective was to investigate students' attitudes towards passive voice supplementary lessons through Google Classroom. Two data sets both quantitative and qualitative were presented from the results of the questionnaire and the results of the interview respectively.

Result of the Questionnaire

Table 3 - Results of the students' attitudes towards passive voice supplementary lessons through Google Classroom

Questionnaire Items	N	\bar{x}	S.D.	Level of Agreement
1. Student satisfaction	28	4.39	.61	high
2. Course structure	28	4.07	.58	high
3. Google classroom quality	28	3.98	.70	high
4. Google classroom flexible	28	3.97	.66	high
5. Technology quality	28	3.91	.59	high
Total	28	4.06	.49	high

It was evident from Table 3 that student satisfaction was the highest mean score (4.39) followed by course structure (4.07), Google Classroom quality (3.98), Google classroom flexible (3.97), and technology quality (3.91) respectively. The total mean score was 4.06. The mean scores were all at a high level of agreement, mean scores were all above 3.50. According to the criteria of this research study, 3.41-4.20 had a high level of agreement.

Results of the Interview

The results of the interview showed the information on the attitudes of students towards passive voice supplementary lessons through Google Classroom. This could support the results of the questionnaire and the result of the passive voice test after they learned passive voice supplementary lessons through Google Classroom. The students' attitudes towards passive voice supplementary lessons through Google Classroom are presented below.

1. The overview of passive voice supplementary lessons through Google Classroom was useful to the learners.

1.1 Passive voice supplementary lessons through Google Classroom improved their skills in using passive voice efficiently.

1.2 Learners liked the passive voice supplementary lessons through Google Classroom.

1.3 Passive voice supplementary lessons through Google Classroom were beneficial in learning passive voice.

2. Passive voice supplementary lessons through Google Classroom increased learning and motivated students to learn English

3. Learners intended to use passive voice supplementary lessons through Google classroom in the future.

Discussion

According to the findings, Passive voice supplementary lessons through Google classroom improved students' knowledge of passive voice and the students' attitudes towards passive voice supplementary lessons through Google classroom were high. This is consistent with the work of Aisoh & Mahdee (2018), Fazle, Mir and Zakaria, Akm, and Mohammad (2018).

According to their study, Google Classroom can be utilized to help language teaching and to enhance the teaching-learning process for both teachers and learners. It can be concluded that creating a learning supplementary through Google Classroom, makes it easy for students to access the content, just by clicking the menu provided in the Google classroom application from a smartphone or computer. The students can read to learn and watch to learn independently from PowerPoint slides, short movies, pictures, sounds, music, and video clips. In each lesson, learning objectives are specified including the content in the file to study, and summarize the content in a PowerPoint file. There is also a test with pictures or video clips with questions. When the test is completed, submit work conveniently with one click, students can see the scores from the test themselves and see additional explanations if the student answered incorrectly. Therefore, it is a response to the needs of today's learners who can learn by themselves anywhere and anytime quickly and conveniently.

Recommendations

The first implication is that teachers ought to integrate multimedia, pictures, songs, and VDO clips in passive voice supplementary lessons through Google classroom. Using various types of media will enable the learners to increase their understanding of the passive voice. Another implication of the study concerns is that Thai students have to be given opportunities to learn academic English well. They ought to be prepared for self-learning and distance learning via virtual classroom platforms as Google classroom. In line with the national situation in which the environment is full of dust pollution and severe virus that is prevalent causing inconvenience in traveling to class, so supplementary lessons through Google classroom should be adopted. Traditional learning alone may not be sufficient to increase learners' ability to use English. There are two recommendations for future research as follows:

1. The research should be conducted in a more extended period to be aware of changes resulting from detailed instruction and reduce the error of the test result. Some students may still remember some tests that were taken before the teaching experiment. Also, learning satisfaction may change if the duration of the course increases.

2. Research should be done with a sample group of learners at other levels. Besides, the content and language level of the lesson should also be adjusted to suit the learners.

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