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ENHANCING ENGLISH LEARNING THROUGH GOOGLE CLASSROOM AMONG HEALTH STUDENTS

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Abstract

This research investigates the role of Google Classroom in supporting English learning among Health Information Management students. Adopting a descriptive quantitative design, data were collected from 23 students via a 25-item Likert-scale questionnaire measuring five satisfaction domains. Findings revealed that time flexibility (M = 4.5) and accessibility (M = 4.3) received high satisfaction ratings, while interactivity scored lower (M = 3.8). These findings suggest that while Google Classroom enhances learning flexibility and access, its interactive features need improvement. Future studies should explore more engaging teaching strategies and involve larger samples for broader applicability.

Keywords: *Google Classroom, English for Specific Purposes (ESP), Health Information Management, Online Learning Satisfaction, Student Perception*

INTRODUCTION

The integration of digital tools into education has become essential, particularly since the global shift to remote learning during the COVID-19 pandemic. Online platforms like Google Classroom have transformed instructional delivery across disciplines, including English for Specific Purposes (ESP) in healthcare education. According to (Almaiah et al., 2020), more than two-thirds of health institutions in Southeast Asia adopted Learning Management Systems (LMS) during the pandemic, with Google Classroom among the most widely used.

As a virtual learning platform, Google Classroom simplifies material distribution, assignment submission, and communication between educators and students. In the context of ESP courses, such tools are expected to improve access and flexibility, potentially enhancing language mastery among students. (Herawati, 2022) supports this by stating that Google Classroom assists educators in creating tasks, sharing materials, collecting

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assignments, and assessing student work, all within a paperless and accessible environment.

However, the effectiveness of these platforms remains under analysis. While they facilitate access to resources and allow for asynchronous learning, concerns persist regarding limited student engagement and interactivity (Novayanto & Pribadi, 2023).

Health Information Management (HIM) students, in particular, must develop strong English skills due to the language's importance in professional and academic health literature. Enhancing their English proficiency not only supports academic success but also prepares them for future professional communication. This is in line with findings by (Wahyuni, 2021), who reported that a significant majority of medical students recognized the necessity of English proficiency for both their academic studies and professional careers.

This study aims to explore the perceived effectiveness of Google Classroom in supporting English language acquisition among HIM students, providing insights into how digital platforms can better support language acquisition in healthcare education.

RESEARCH METHOD

Participants

This study applied a descriptive quantitative approach using a structured survey. The participants were 23 second-semester HIM students at Maharani College of Health Sciences who had used Google Classroom during their English II course in the even semester of 2024/2025. Selection was based on purposive sampling, with the criteria being: (1) active enrollment, (2) prior experience using Google Classroom for at least one semester, and (3) current enrollment in the English for Health Information Management course. This approach aligns with (Wahyuni et al., 2022), who employed purposive sampling by selecting students with prior experience using Google Classroom for English learning.

Instruments

The research instrument was a **25-item questionnaire** designed by the researcher, developed specifically for this study. The items reflected **five commonly recognized dimensions** of student satisfaction with learning platforms, namely: (1) **Accessibility** (e.g., "I can download materials at any time"), (2) **Interactivity** (e.g., "The discussion feature helps my understanding"), (3) **Time Flexibility** (e.g., "I can complete assignments on my

own schedule"), (4) **Material Relevance** (e.g., "Content matches health profession needs"), and (5) **Overall Satisfaction** (e.g., "I would recommend this platform").

The study utilized a structured questionnaire comprising 25 items, each rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This scale is widely recognized for its effectiveness in capturing respondents' attitudes and perceptions in educational research contexts (Kishore et al., 2021).

Data Analysis

To ensure the quality and reliability of the instrument, several statistical analyses were conducted: (1) **Descriptive Statistics**: Mean scores and frequency distributions were calculated to summarize the central tendencies and variability of responses across the five satisfaction domains: Accessibility, Interactivity, Time Flexibility, Material Relevance, and Overall Satisfaction, (2) **Validity Testing**: Content validity was assessed through expert reviews to ensure that the questionnaire items adequately covered the constructs of interest. Additionally, construct validity was evaluated using factor analysis to confirm that the items grouped appropriately under their respective domains. (3) **Reliability Testing**: Internal consistency reliability was measured using Cronbach's alpha coefficient. A Cronbach's alpha value above 0.70 is generally considered acceptable, indicating that the items within each domain reliably measure the same underlying construct (Kishore et al., 2021), and (4) **Normality Testing**: The distribution of responses was examined using normality tests such as the Shapiro-Wilk test. Assessing normality is crucial for determining the appropriate statistical methods for further analysis.

These analyses ensured that the questionnaire was both valid and reliable for measuring student satisfaction with Google Classroom in the context of English for Specific Purposes (ESP) courses.

FINDINGS AND DISCUSSION

The study involved 23 second-semester Health Information Management (HIM) students enrolled in the English II course. The majority of respondents were female (78.3%) and aged between 18 and 20 years, reflecting typical demographic patterns in HIM programs. All participants had experience using Google Classroom for at least one semester, meeting the study's selection criteria.

This group represents a relatively homogeneous sample in terms of academic level and digital exposure, providing focused insights into the role of Google Classroom in supporting English learning within a medical education context.

Instrument Reliability (Cronbach's Alpha) and Validity

The 25-item questionnaire, developed by the researcher for this study, was evaluated for reliability and validity.

Internal consistency was assessed using Cronbach's Alpha. The results of the reliability test are presented in Table 1.

Table 1. Reliability Coefficients (Cronbach's Alpha) per Dimension

Dimension	Number of Items	Cronbach's Alpha	Interpretation
Accessibility	5	0.812	Good
Interactivity	5	0.783	Acceptable
Time Flexibility	5	0.844	Good
Material Relevance	5	0.791	Acceptable
Overall Satisfaction	5	0.860	Good
Total (All Items)	25	0.891	Very Good

The overall Cronbach's Alpha value of 0.891 indicates that the instrument is highly reliable. Each dimension independently demonstrated acceptable to good reliability, showing that the items consistently measure the intended aspects of satisfaction.

Validity testing was conducted using **Pearson Product-Moment Correlation** between each item and the total score of its dimension. The minimum accepted r-value at a significance level of 0.05 for a sample size of 23 is **r = 0.413**.

All 25 questionnaire items had **correlation coefficients (r)** ranging from **0.514 to 0.782**, and **p-values < 0.05**, which confirms that each item is significantly correlated with its respective dimension total score.

This indicates that all items are **valid** and appropriate for measuring their intended constructs.

Normality Testing

To confirm the appropriateness of using parametric statistical methods, **normality testing** was conducted using the **Shapiro-Wilk test**, suitable for small samples ($n < 50$). Results are summarized in Table 2.

Table 2. Shapiro-Wilk Test for Normality

Dimension	W Statistic	p-value	Interpretation
Accessibility	0.951	0.221	Data is normally distributed
Interactivity	0.964	0.351	Data is normally distributed
Time Flexibility	0.943	0.167	Data is normally distributed
Material Relevance	0.948	0.195	Data is normally distributed
Overall Satisfaction	0.955	0.265	Data is normally distributed

All p-values were greater than 0.05, indicating that the assumption of normality is met for all dimensions. This confirms the appropriateness of using mean values and parametric analysis in the study.

Satisfaction Analysis

The analysis of students' responses to the five satisfaction dimensions is presented in Table 3.

Table 3. Mean Scores for Student Satisfaction Dimensions

Satisfaction Dimension	Mean Score (1-5)	Interpretation
Accessibility	4.3	Satisfied
Interactivity	3.8	Moderately Satisfied
Time Flexibility	4.5	Very Satisfied
Material Relevance	4.0	Satisfied
Overall Satisfaction	4.2	Satisfied

These results indicate that students were particularly satisfied with the **time flexibility** and **accessibility** offered by Google Classroom. However, the **interactivity** dimension received a lower mean score, suggesting that students saw room for improvement in engagement and communication features within the platform.

The findings of this study demonstrate that students in the Health Information Management program generally expressed satisfaction with the use of Google Classroom in their English learning experience. Among the five measured satisfaction dimensions—Accessibility, Interactivity, Time Flexibility, Material Relevance, and Overall Satisfaction—each received positive mean scores, though with varying levels of intensity**.**

1) Accessibility

The accessibility dimension scored a high mean of 4.3, indicating that students found Google Classroom convenient and easy to access from various devices at any time. This finding supports the platform's role in removing time and location barriers, which is especially beneficial for students balancing academic and personal responsibilities. Similar

results were reported by (Wahyuni et al., 2022), who found that students appreciated the flexibility and ease of accessing learning materials through Google Classroom regardless of time and place. Likewise, (Almaiah et al., 2020) emphasized that accessibility is a critical success factor in the adoption of learning management systems. However, a small percentage of students in this study reported technical issues such as poor internet connectivity and difficulties uploading assignments—an issue also noted by (Adnan, 2020), who warned that unequal access to digital infrastructure can hinder student participation. These challenges highlight the need for institutions to provide technical support or consider flexible submission options for students facing such barriers. Thus, this study not only affirms earlier findings but also emphasizes persistent accessibility gaps that must be addressed to ensure inclusive online learning.

2) Interactivity

The interactivity dimension received the lowest mean score (M = 3.8), suggesting that students found the platform's engagement features to be less effective compared to other dimensions. Only 60.9% of respondents felt that the discussion features in Google Classroom helped them understand the material. Many students expressed a preference for alternative, more immediate tools like WhatsApp for interacting with peers and instructors. This finding is in line with (Novayanto & Pribadi, 2023), who observed that although Google Classroom facilitates material delivery, it often lacks the real-time interaction that students expect, which can reduce learner engagement. Similarly, (Wahyuni et al., 2022) reported that students found the comment sections in Google Classroom less responsive compared to instant messaging apps, leading to a shift toward more informal platforms for peer collaboration. These observations indicate a gap between the platform's technical capabilities and students' expectations for dynamic and responsive communication. To address this, educators may consider integrating additional synchronous tools (e.g., Zoom, Google Meet) or incorporating active learning strategies such as group discussions and peer feedback to enhance interactivity. This study reinforces the need to complement asynchronous LMS tools with interactive elements to promote meaningful engagement in online learning environments.

3) Time Flexibility

The highest satisfaction score was observed in the time flexibility dimension (M = 4.5), with 91.3% of students agreeing that Google Classroom allowed them to manage their own study schedules effectively. This reinforces the value of asynchronous learning, which empowers students to engage with materials at their own pace and revisit content as needed. Similar findings were reported by (Adnan, 2020), who emphasized that time flexibility is one of the most appreciated aspects of online learning during the pandemic, particularly among students juggling multiple responsibilities. Likewise, (Almaiah et al., 2020) found that learners perceived asynchronous platforms as enabling more independent and self-directed learning. Such flexibility not only supports different learning styles but also fosters learner autonomy, a critical skill in both academic and professional settings. By affirming prior research, this study further highlights the importance of offering flexible scheduling in digital learning environments, especially in programs with demanding content like English for Specific Purposes in medical education.

4) Material Relevance

Students also responded positively to the relevance of the learning materials, with a mean score of 4.0. Most students agreed that the English content provided through Google Classroom aligned with their needs in the health field, particularly in understanding medical vocabulary and terminology. This aligns with findings by (Wahyuni, 2021), who reported that students of medical-related programs value English materials that are directly linked to their academic and professional needs. However, feedback from this study also revealed a desire for more engaging formats, such as instructional videos and interactive quizzes, rather than static documents like PDFs and PowerPoint slides. This concern was similarly noted by (Herawati, 2022), who found that students preferred multimedia-rich content over traditional text-based materials in online English instruction. These results suggest that while the materials were considered relevant, their **mode of delivery** plays a significant role in student engagement. Therefore, integrating more interactive and multimodal resources may enhance learner motivation and improve comprehension, particularly in English for Specific Purposes (ESP) contexts.

5) Overall Satisfaction

The overall satisfaction score (M = 4.2) indicates that students were generally pleased with the use of Google Classroom as a medium for English instruction. This finding is in line with research by (Masitoh & Sufirmansyah, 2022), who found that students perceived

Google Classroom as a user-friendly and efficient platform for managing course content and assignments. Nevertheless, the results also point to specific areas for improvement, particularly in fostering interaction and diversifying content formats. Prior studies, such as (Wahyuni et al., 2022), similarly noted that despite general satisfaction, students expressed concerns about limited engagement and the lack of multimedia-based instruction. The relatively high reliability of the instrument ($\alpha = 0.891$) and its confirmed validity further strengthen the credibility of these findings, offering a sound basis for educational recommendations. By reinforcing and extending earlier work, this study highlights the need to balance content quality, accessibility, and interactivity in online English instruction—particularly for students in professional health education programs.

CONCLUSION

This study confirms that while Google Classroom provides time flexibility and accessibility, its interactive features remain limited in meeting students' expectations in medical English contexts. Integrating interactive and multimedia resources into digital platforms is essential to support more engaging English learning experiences. Moreover, expanding the sample size and involving a more diverse student population would enhance the applicability and generalizability of the findings.

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