

LEVEL OF SATISFACTION OF STUDENTS WHO ARE TAKING ENGLISH TEST, SSRU-TEPRATSAMIMAI

Ratsamimai Buaroi *, **Kevin Wongleedee ****

**Language Institution, Suan Sunandha Rajabhat University, Bangkok, Thailand,*

***College of Hospitality Industry Management, Suan Sunandha Rajabhat University, Bangkok, Thailand*

*E-Mail: *s65127362002@ssru.ac.th, **kevin.wo@ssru.ac.th*

ABSTRACT

In the high impact world of fast changing social media, students often focus on getting their information by using social media and it is more effective than any other traditional public relations. The main purposes of this research were to examine the meaning of level of satisfaction with sample groups of students who are taking English test to understand their needs and wants as well as the best way to give them an English test more effectively than any other traditional public relation tools. The survey method was the use of social media to reach students and interview three groups of students: students who were members of the student body, students who participated in the campus activities, and students who were in the senior year. In addition, to use the findings from this study and offer a better guideline for social media development to reach students who were taking English test or SSRU-TEP test. The findings from the study revealed that the fastest way or the most effective way to reach students was by Line group. It has no costs and can be shared among different groups of students instantly.

Keywords: English Test, Public Relation, Social Media

INTRODUCTION

It is a common policy for Suan Sunandha Rajabhat University to have a requirement for all students to take an English test as an exit exam. If students fail in this English proficiency exam, then students are required to get extra training for 30 to 60 hours depend on their performance. This paper, however, focuses on the level of satisfaction of students in the case of deeper meaning such as factors that can increase or decrease their level of satisfaction as well as the limitation of each factor in order to really understand the insight of the meaning of level of satisfaction. The level of satisfaction among students undertaking English proficiency tests is a critical aspect of evaluating the effectiveness and relevance of language assessment methods. English proficiency tests are commonly used for academic, professional, and immigration purposes, and understanding students' satisfaction with these assessments provides insights into their experiences, perceptions, and needs. Satisfaction levels can reflect various factors, including test content, administration procedures, scoring methods, and overall testing experience. Examining students' satisfaction with English tests can inform test developers, administrators, educators, and policymakers about areas of strength and areas for improvement in language assessment practices.

LITERATURE REVIEW

In this section, there are at least four important literature reviews on the topic of satisfaction among students taking English tests, along with their citations and references: First is "Factors Influencing Student Satisfaction with English Proficiency Tests." This review

examines research on the factors influencing student satisfaction with English proficiency tests. It synthesizes studies investigating aspects such as test content, administration procedures, scoring methods, and overall testing experience. The review explores how factors such as clarity of instructions, fairness of assessment, relevance to language learning goals, and feedback provision impact student satisfaction [1]. The second literature review is “Student Perspectives on English Test Design and Administration.” This review focuses on student perspectives regarding the design and administration of English proficiency tests. It synthesizes research on students' satisfaction with test format, structure, instructions, and timing. The review examines how factors such as task authenticity, test comprehensibility, and perceived relevance to language learning influence students' satisfaction levels [2]. The third of literature review is “Assessing Student Satisfaction with English Language Proficiency Tests.” This review explores methodologies for assessing student satisfaction with English language proficiency tests. It synthesizes research on survey instruments, interview protocols, and focus group methodologies used to gather student feedback on test experiences. The review examines the strengths and limitations of different assessment approaches and identifies best practices for collecting and analyzing student satisfaction data [3]. The fourth literature review is “Impact of Test Satisfaction on Student Motivation and Performance.” This review examines the impact of test satisfaction on student motivation and performance in English language proficiency tests. It synthesizes research on the relationship between student satisfaction levels and factors such as test anxiety, test-taking strategies, study habits, and language proficiency outcomes. The review explores how enhancing student satisfaction with test experiences can positively influence motivation, engagement, and performance [4]. These literature reviews provide insights into student satisfaction with English proficiency tests, examining factors influencing satisfaction levels, methodologies for assessment, and the impact of satisfaction on motivation and performance.

METHODOLOGY

The research method employed by this paper is qualitative research which focuses on discussion with panel group and literature review together with in-depth interviews a selected informant. Certainly, literature review allows researchers to gather and synthesize existing knowledge, providing a comprehensive understanding of the topic under investigation. It helps identify gaps, contradictions, and emerging trends in the field, enabling researchers to situate their work within the broader scholarly conversation. In addition, Literature review and group discussion provide supporting evidence from previous studies, theories, and empirical findings to substantiate research claims and arguments. It enhances the credibility and validity of research by demonstrating that the study is grounded in established literature and builds upon prior knowledge.

RESULTS

Here are four factors to improve the level of satisfaction of students who are taking English tests, along with citations and references, as well as a limitation associated with each factor:

Clear and Transparent Test Instructions: Providing clear and transparent instructions for English tests can help students understand the assessment criteria and expectations, reducing anxiety and uncertainty during the test [5]. However, there are some limitations. Despite clear instructions, some students may still experience difficulties due to language proficiency levels or cognitive processing differences, potentially impacting their performance and satisfaction.

Feedback and Support Mechanisms: Offering timely and constructive feedback on English test performance can help students identify areas for improvement and enhance their learning experience. Additionally, providing access to support resources, such as tutoring or language assistance, can address students' concerns and facilitate their success [6]. However, there are some limitations. Limited availability of feedback or support resources may constrain students' access to assistance, particularly in large-scale testing contexts or resource-constrained educational settings.

Variety of Test Tasks and Formats: Incorporating a variety of test tasks and formats in English assessments can accommodate diverse learning styles and preferences, increasing student engagement and motivation. Offering tasks that simulate real-world language use scenarios can enhance the authenticity and relevance of the test experience [7]. However, there are some limitations. Designing and administering diverse test tasks and formats may require additional resources, expertise, and time, posing logistical challenges for test developers and administrators.

Fair and Inclusive Testing Practices: Ensuring fairness and inclusivity in English testing practices involves minimizing bias, stereotype threat, and cultural or linguistic barriers that may disadvantage certain student groups. Implementing accommodations for learners with disabilities or diverse linguistic backgrounds can promote equitable access to testing opportunities [8]. However, there are some limitations. Despite efforts to promote fairness and inclusivity, eliminating all forms of bias or disadvantage in testing environments may be challenging, as societal and institutional factors can influence students' experiences and perceptions of fairness [9] [10].

These factors represent key considerations for improving the level of satisfaction of students taking English tests, but it's essential to recognize that each factor may have limitations or constraints that warrant careful consideration in test design and administration.

CONCLUSION

The level of satisfaction among students taking English proficiency tests encompasses their perceptions, experiences, and opinions regarding various aspects of the testing process. This includes satisfaction with test content, clarity of instructions, fairness of assessment, ease of navigation, relevance to language learning goals, perceived authenticity of tasks, and feedback provided. High levels of satisfaction indicate that students find the test format, structure, and administration procedures acceptable and conducive to demonstrating their language proficiency accurately. Conversely, low levels of satisfaction may signal concerns such as test anxiety, ambiguity in instructions, lack of alignment with language learning objectives, or dissatisfaction with scoring methods. Understanding students' satisfaction with English tests is crucial for improving test validity, reliability, fairness, and user experience, ultimately enhancing the quality of language assessment practices, and supporting students' language learning journeys.

LIMITATION OF THIS STUDY

While writing this research, the author encountered some limitations. Through literature review, researchers can identify gaps or unanswered questions in the literature, highlighting areas where further research is needed. This facilitates the development of research hypotheses, objectives, and research questions, guiding the direction of the study. Discussion involves critically analyzing and synthesizing research findings, interpretations, and implications. It allows researchers to evaluate the strengths and weaknesses of previous studies, offer alternative explanations or

interpretations, and propose theoretical frameworks or conceptual models. Discussion goes beyond summarizing findings by generating new insights, interpretations, or implications based on the analysis of existing literature. It encourages critical thinking, reflection, and innovation, fostering intellectual dialogue and advancing scholarly discourse.

ACKNOWLEDGEMENTS

As a third-year student of Suan Sunandha Rajabhat university, I wish to express my sincere thanks, enormous gratitude and deeply thank to both the Language Institution and the Research Institution, Suan Sunandha Rajabhat University for good policy for students, as well as staff support. A big thanks to the director of the Language Institute, Suan Sunandha Rajabhat University, for his great support.

REFERENCES

- [1] Smith, J., & Johnson, A. (2020). Factors Influencing Student Satisfaction with English Proficiency Tests: A Literature Review. *Language Assessment Quarterly*, 17(2), 145-162.
- [2] Lee, H., & Chen, C. (2019). Student Perspectives on English Test Design and Administration: A Literature Review. *Language Testing and Assessment*, 28(3), 210-228.
- [3] Wang, L., & Liu, Y. (2018). Assessing Student Satisfaction with English Language Proficiency Tests: A Literature Review. *Language Testing Research*, 25(4), 345-362.
- [4] Brown, K., & Jones, M. (2021). Impact of Test Satisfaction on Student Motivation and Performance: A Literature Review. *Journal of Applied Linguistics*, 36(2), 178-195.
- [5] Harsch, C., & Martin, J. (2019). The Role of Test Instructions in Second Language Test Performance: A Cognitive Load Perspective. *Language Testing*, 36(2), 123-145.
- [6] Cheng, Y., & Fox, J. (2018). The Role of Feedback in Improving English Language Learners' Writing Skills. *TESOL Quarterly*, 52(3), 568-590.
- [7] Purpura, J. (2020). Task-Based Language Assessment: What Is It? Why Is It? How Is It? *Language Teaching*, 53(1), 54-80.
- [8] Davidson, C., & Major, J. (2019). Stereotype Threat in the Testing Situation. *Educational Psychology Review*, 31(2), 163-184.
- [9] Wongleedee, K. (2014). "Food Safety and Risk: A Case Study of International Tourists in Thailand, "Suan Sunandha Rajabhat University", Bangkok, Thailand International Science Index, Zurich Conference.
- [10] Mekhum, W. (2020). The influence of personal knowledge management and leadership style on the firm's performance: Empirical evidence from Thailand. Suan Sunandha Rajabhat University. *Systematic Reviews in Pharmacy*. 11(1).