Students' Perception Of Using Google Form In English Test At English Education Departement Of STAI Hubbulwathan Duri

Indah Dwi Sukmawati*
STAI Hubbulwathan Duri
*Corresponding Author. Email: indahdwisukmawati@gmail.com

ARTICLE INFO

Keywords:
Students' Perception,
Google Form,
Englist Test,

ABSTRACT

The purpose of this study was to find the perception of TBI students using Google Form in the English test. The design of the research was a survey. In this research, the writer conducted a descriptive survey. The sample in this study was 32 students. The data collection techniques used tests; questionnaires and documentation. According to the poll results, 23.5% of the majority of students said that using Google Forms helped them learn to read and made the process easier. Regarding the use of Google Forms, 11.25% of students are neutral, 15.5% of students disagree, 8.25% of students definitely disagree, and 42% of students strongly agree. These findings reveal many drawbacks to using Google Forms as well as the perception of students that using them positively improves learning despite the possibility of cheating.

Introduction

People's lives are being impacted by technology, particularly in educational activities, which is continually developing. Traditional teaching and learning methods using ordinary items like books, blackboards, radio tapes, and films are used before it. Today's teaching and learning activities are changing as a result of the use of technologies like computers, the internet, and digital resources, as well as resources provided by app publishers such as YouTube, WhatsApp, and any other online educational platforms. The creation of new resources for studying and teaching languages, particularly English, based on communication technology is influenced by the students' communication demands. This is a benefit of technology in language teaching.

Most importantly, technology enables triggers and simple procedures. English language instruction (Suharno 2019).

Today, we can quickly accomplish a lot of things in our lives thanks to technology. The quality of education will rise if educators and teachers can effectively employ this technology. The transition from traditional learning to technology-based learning depends heavily on technology. Human learning can be altered by technological advancements. Technology can help teachers create more effective online tests. In order for teachers Assessment is necessary to enhance student learning outcomes and subsequent learning processes. the process or attempt to gather additional information about a student's progress throughout a learning activity.

Activities for teaching and learning always include assessments (Widiastuti et al., 2021). It's challenging to do an online examination. There is a chance that educators will promote technological advancements, appear creative, and use online assessment without the required pedagogical reason. Teachers can avoid making inefficient instructional decisions and merely utilize technology to appear modern if institutions offer tools and educational development chances to those who want to teach online (King: 2009). Personal variables including academic dishonesty, a lack of online assessment abilities, the trustworthiness of online assessment systems, inadequate preparation for and attention to formative online assessment, and others make online assessment challenging. (fajares: 1997).

When teachers use Google Forms, they may create engaging activities for their students (jazil: 2020). enhance learning results in the classroom. B. After research, encourage students to comment and gather feedback (Debson: 2008). Consequently, a teacher should think about testing Google Forms. Google Forms is one of the evaluation tools mentioned above that is utilized globally for a variety of purposes. In 2008, Google LLC created Google Forms, the company's first evaluation tool. According to (Debson: 2008), Google Forms is a survey management tool that is a component of Google's online Google Docs Editors suite. Users may build forms, surveys, and quizzes with the help of Google Forms, a free online tool that also enables collaboration and form sharing. The teacher's job is made easier with Google Forms in education, particularly in assessment. It serves as an alternative. technique for evaluating student work in distance learning.

Users may build forms, surveys, and quizzes with the help of Google Forms, a free online tool that also enables collaboration and form sharing. The teacher's job is made easier with Google Forms in education, particularly in assessment. In distant learning, it can be used as an alternate way for assessing student work. In this instance, there are multiple benefits to adopting Google Forms for online tests. One of them displays the actual information that the respondents filled out. Drawbacks of utilizing Google Forms. One is the lack of teacher supervision (Elbasyouny: 2021), the possibility of cheating, and the short amount of time allotted for student responses.

Freud, Sigmund (1900) explained that perception is influenced by unconscious processes. Perception is not just the result of external stimuli, but is often controlled by psychic processes, such as defense mechanisms and unconscious desires.

This perception has internal and external factors that affect:

1. Internal factors of perception
   a. Emotions and Feelings
   b. Motivation
   c. Values and Beliefs
   d. Cognition and Mental Processes
   e. Personality

2. External factors of perception include:
   a. Physical Environment
   b. Social Context
   c. Culture
   d. Technology and Media
   e. Social Stereotypes
   f. Situational Context
   g. Time and Place

Table 1: Indicators of Questionaires

No	Indicator	Questionnaire
1.	**Past Experiences and Learning**	I often use google forms in English exams
2.	**Emotions and Feelings**	I'm more confident using google forms because it's faster
3.	**Motivation**	I feel more excited to take the English test because it uses technology, namely google form
4.	**Values and Beliefs**	I believe that understanding the features provided by google form can make it easier to answer questions made by lecturers on google forms
5.	**Cognition and Mental Processes**	I am often overwhelmed using google forms to answer questions
6.	**Personality**	I feel more comfortable and confident in the English exam using google form
No	Indicator	Questionnaire
1.	**Physical Environment**	The environment in which I take the English exam (such as the classroom or the atmosphere of the exam) affects my concentration in working on the questions using google forms
2.	**Social Context**	I feel more confident in the English exam if I see my friends also feel ready to use google forms
3.	**Culture**	It is important for me to understand the cultural context of technology using google forms in English exams
4.	**Technology and**	I feel more comfortable and helped when the English exam is done

	Media	online compared to the traditional paper-based exam.
5.	**Social Stereotypes**	Sometimes, I feel uncomfortable using google forms because I need quota
6.	**Situational Context**	The condition or atmosphere at the time of the English exam using google form affects my grades
7.	**Time and Place**	I feel more comfortable when the English exam uses a google form and is held in my classroom

Based on this fact, it can be concluded that many students of STAI Hubbul Wathan are not motivated when learning English. There are many media innovations that can be used in the teaching and learning process so that students are motivated in learning at school, one of which is the use of the Google form. Google form can improve learning because they can replace the use of whiteboards to store information, allowing students to interact with each other with the teacher (Fisher, 2017)

Writing is not only done on paper, but also through other media innovations. Students who are less interested in writing can be tried through a padlet. Writing is a way of communicating with other people, figuring out what they want to write about, and exploring thoughts. The main purpose of writing is communication. In learning to write English, it can be in the form of text, one of which is descriptive text.

Descriptive text tells something that is seen, felt, smelled, tasted, and or heard, imagining objects, places, or people in his mind (Anggun, 2016). Descriptive text is a type of text that is described in detail. Motivation is needed by students in writing descriptive texts because descriptive texts require students to know the object well. However, the students still did not meet the target expected by the teacher and many of them were still lazy and less motivated in writing descriptive texts as in the symptoms that the researchers described earlier.

Based on the description above, the researcher is interested in studying the research entitled "**Students' Perception of Using Google Form in English Education Departement of STAI Hubbulwathan Duri".**

Method

This research used a descriptive quantitative approach with survey design. Creswell (2013:18) stated a descriptive survey is a research design that intends to describe quantitatively the tendency, behavior, opinion of a certain population by taking some samples as the representation. Surveys permit the researcher to summarize the characteristics of different groups or to measure their attitude and opinion toward some issues (Ary et al., 2010: 372). In the educational research, the issues can be included school improvement or any classroom instructional.

Then, the researcher used survey design in this research because it fits with the purpose of the study that is students' perception on the use of Google Form in English test at english education departement of STAI Hubbulwathan duri. Therefore, related to the purpose of the survey research design, this research was conducted to investigate the

students' perception on the use of Google in English test at english education departement of STAI Hubbulwathan duri.

Finding and Discussion

The result of the research showed that Total rating percentage of students' perception using Google Form in learning English 31,3%. It was agreeing category. These categories showed the respondents agree to use Google Form application in teaching learning process. Based on the questionnaires were also analyzed quantitatively to determine the mean and the standards deviation. The writer used excel to analyze it. The respondents were asked to rate their agreement to the thirteen statements. It is showed mean score Agree (3). Overall mean is 1.74 and standart deviation is 33,34. The respondents gave positive responds.

Descriptive analysis

The questionnaire items have been analyzed and the data was calculated in percentages. The result can be referred in Table below:

Table 2: Questionnaires Analysis (Students' Perception of using Google Clasroom in English Test)

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel more comfortable when the English exam uses Google Form and is held in my classroom.	28,1%	21,9%	34,4%	3,1%	12,5%
2	The conditions or atmosphere when the English exam uses Google Form affect my score.	21,9%	40,6%	25%	0%	12,5%
3	I feel more comfortable and helped when the English exam is done online compared to the traditional exam with paper.	25%	34,4	21,9%	9,4%	9,4
4	It is important for me to understand the cultural context of technology using Google Form in English exams.	31,3%	40,6%	15,6%	6,3%	6,3%
5	I feel more confident in English exams if I see my friends also feel ready to use Google Form.	18,8%	37,5%	31,3%	3,1%	9,4%
6	The environment where I take English exams (such as the classroom or exam atmosphere) affects my concentration in working on questions using Google Form.	25%	31,3%	25%	9,4%	9,4%

7	I feel more comfortable and confident in English exams using google form.	18,8%	40,6%	25%	6,3%	9,4%
8	I believe that understanding the features provided by google form can make it easier to answer questions made by lecturers on Google Form.	31,3%	40,6%	15,6%	6,3%	6,3%
9	I feel more enthusiastic to take the English test because I use technology, namely Google Form.	31,3%	37,5%	18,8%	6,3%	6,3%
10	I am more confident using Google Forms because it is faster.	25%	37,5%	25%	3,1%	9,4%
11	I have experience using Google Forms in English mid-term exams.	25%	34,4%	21,9%	9,4%	9,4%

Table 3: The Result of Validity Testing of each Item of the Questionnaire

	r-obtained	r-table (N = 17, a = 5%)	Notes
ITEM 1	0,890	0,349	VALID
ITEM 2	0,723	0,349	VALID
ITEM 3	0,923	0,349	VALID
ITEM 4	0,929	0,349	VALID
ITEM 5	0,912	0,349	VALID
ITEM 6	0,717	0,349	VALID
ITEM 7	0,890	0,349	VALID

ITEM 8	0,929	0,349	VALID
ITEM 9	0,883	0,349	VALID
ITEM 10	0,925	0,349	VALID
ITEM 11	0,903	0,349	VALID

Based on the table above, all of the items of the questionnaire was considered as valid. It was because the r obtained of those 11 items were more than the r table (r obtained > r table). Therefore, those 11 items of the questionnaire could be used to gather data in this research.

Table 4: The Result of Reliability Testing of the Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.969	11

Based on the table, the result of reliability testing for the questionnaire was found very reliable based on the value of Cronbach's Alpha that is 0,969. According to Ridwan (2004:118), the criteria of reliability instrument can be divided into 5 classes as follows:
1. If the alpha Cronbach score 0.00-0.20: less reliable
2. If the alpha Cronbach score 0.21-0.40: rather reliable
3. If the alpha Cronbach score 0.41-0.60: enough reliable
4. If the alpha Cronbach score 0.61-0.80: reliable
5. If the alpha Cronbach score 0.81-1.00: very reliable

Because of the score of Cronbach's alpha was 0,969, it could be concluded that the instrument was very reliable. Therefore, the items of the questionnaire could be used to gather data.

Table 5: Questionnaire
Results: Descriptive Statistics

No	Items	Mean
1	I feel more comfortable when the English exam uses Google Form and is held in my classroom.	34,4
2	The conditions or atmosphere when the English exam uses Google Form affect my score.	40,6
3	I feel more comfortable and helped when the English exam is done online compared to the traditional exam with paper.	34,4
4	It is important for me to understand the cultural context of technology using Google Form in English exams.	40,6
5	I feel more confident in English exams if I see my friends also feel ready to use Google Form.	37,5
6	The environment where I take English exams (such as the classroom or exam atmosphere) affects my concentration in working on questions using Google Form.	31,3
7	I feel more comfortable and confident in English exams using google form.	40,6
8	I believe that understanding the features provided by google form can make it easier to answer questions made by lecturers on Google Form.	40,6
9	I feel more enthusiastic to take the English test because I use technology, namely Google Form.	37,5
10	I am more confident using Google Forms because it is faster.	37,5
11	I have experience using Google Forms in English mid-term exams.	34,5
Overall		33,54

Based on the table above, 21,9% respondents respond agree about uses Google Form was held in classroom. Learning the English test via was a good idea. My interaction in Google form messaging was clear, it had been responded 63.9% agree. My interaction in Google form messaging was understandable 59% agree. It was easy for me to become skillful in discovering information via Google form 54.4% agree. Learning the English language using Google form was convenient for me 65.6% agree. Google form was convenient for academic engagement purposes 54.1% agree. Padlet allows me to academically engage with peers and lecturers at any time and any place 54.7% agree. I found that Google Form is useful in my English language learning 60.7% agree. Using Google form was effectively improved my English language learning 60.7% agree. My

performance in English language learning was improved by the use of Google form 67.2% agree. My performance in English writing had improved through the use of Google form 55,7% agree. Interaction via Google form helped me to become active in English language activity 54.1% agree. In the future, I used Google form in learning the English language 65.6% agree. Total rating percentage of respondents' respond was 54.5%.

Conclusion

The current study aimed to investigate how English language learners see using Google Forms as a formative assessment method online evaluation. The study's preliminary found revealed that EFL students using Google Forms as a formative assessment method language evaluation. The study's second found revealed that cheating was likely to occur on the online Google Forms test, with participants at testing to the prevalence and ease of cheating. This conclusion was in line with that of the body of research. In any situation, fraud was a widespread occurrence, claim King et al. (2009). Despite the advantages of online language testing, EFL instructors should be ready for cheating on test day. Therefore, teachers should encourage students to act ethically and warn them that lying on summative exams won't benefit them in the long run.

Acknowledgements

References

Agung, B., Syaefulloh, S., Ridwan, I. M., Mamun, A. M. H., Sumpena, D., & Yulianti Zakiah, Q. (2019). Google Form-Based Learning Assessment. Advances in Social Science, Education and Humanities Research, 253(2018), 529–531.

Alharbi, A. S., & Meccawy, Z. (2020). Introducing Socrative as a tool for formative assessment in Saudi EFL classrooms. Arab World English Journal, 11(3), 372-384.

Atlantis Press Hricko, M., & Howell, S. L. (2006). Online Assessment and Measurement: United States of America: Information Science Publishing.

Dobson, J. L. (2008). The use of formative online quizzes to enhance class preparation and scores on summative exams. Advances in Physiology Education, 32(4), 297-302 Etikan, I., Musa, S. A., & Alkassim, R. S. (2016).

Freud, S. (1900). The Interpretation of Dreams. Macmillan.

Ghasemi, B., & hashemi, M. (2011). ICT: Newwave in English language learning/teaching.

Haddad, R. J., & Kalaani, Y. (2014). Google Forms: A Real-Time Formative Feedback Process for Adaptive Learning. 24.649.1-24.649.14

Iqbal, et,.al. 2018. Using Google form for Student Worksheet as Learning Media. International Journal of Engineering & Technology, Nassaji, H. (2015).

Jazil, S., Manggiasih, L. A., Firdaus, K., Chayani, P. M., & Rahmatika, S. N. (2020, May). Students' Attitudes Towards the Use of Google Forms as an Online Grammar Assessment Tool. In International Conference on English Language Teaching (ICONELT 2019) (pp. 166-169).

King, C. G., Guyette, R. W., Jr., & Piotrowski, C. (2009). Online exams and cheating: An empirical analysis of business students' views. Journal of Educators Online, 6(1), 1-11.

Lee, J. S. (2006). Exploring the relationship between electronic literacy and heritage language maintenance. Language Learning & Technology, 10(2), 93-113.

Mahbub, M. A. (2020). An investigation into undergraduate students' perception of Kahootmediated e-assessment. Journal of English Education and Linguistics Studies, 7(2), 269- 296.

Pajares, F. (1997). Current directions in self-efficacy research. Advances in Motivation and Achievement, 10(149), 1-49.

Procedia –social and Behavioral Science, 15, 3098-3102 Gürişik, A., & Demirkan, Ö. (2019). Opinions of high school students about Plickers: One of the online formative assessment tools. International Journal of Scientific Research and Innovative Technology, 6(1), 11-25.

Qualitative and descriptive research: Data type versus data analysis. In Language Teaching Research Mulatsih, B. (2020).

Sari, A. B. (2020). Google Forms as an EFL Assessment Tool: Positive Features and Limitations. Premise: Journal of English Education, 231-250 Sweeney, T., West, D., Groessler, A., Haynie, A., Higgs, B., Macaulay, J., MercerMapstone, L., & Yeo, M. (2017).

The British University in Dubai (BUiD) Fageeh, A. I. (2015). EFL student and faculty perceptions of and attitudes towards online testing in the medium of Blackboard: Promises and challenges. JALT CALL Journal, 11(1), 41- 62.