

Student's Perceptions on the Implementation of Online English Assessment Using Google Form

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Abstract

The roles of Google Form in learning particularly during the Covid-19 pandemic have been highlighted by many researchers. However, the information regarding the role of the Google form in the assessment particularly from the student's voice is still limited. This study aims to discover students' perceptions on the use of Google form as online assessment medium in the English Classroom. The study which was carried out by using case study design was conducted to 5 participants which were asked to answer several interview questions. The result showed that most of the participants agreed that Google form facilitates the assessment efficiently. The students claim that the applications were easy and efficient to use. However, the students also shared that the applications work better when the connection is stable. This study concludes that Google form gives potential offers not only towards the teaching and learning, but also towards the assessment.

Keywords: *Assessment, Perceptions, Google Form*

INTRODUCTION

As reported by the WHO (World Health Organization), the whole world is being hit by a disease originating from the Coronavirus. In Indonesia itself, COVID-19 has had an impact on several fields, especially in education (Kumar, Alshazly, Idris, & Bourouis, 2021). The temporary closure of educational institutions in an effort to contain the spread of the COVID-19 pandemic worldwide has affected millions of students (Jagede, 2020). As one of the most accessible educational means nowadays, online or distance learning strategies are one of the options (Joshi, Vinay, & Bhaskar, 2020). According to Shodiq and Zainiyati (2020), many learning approaches have altered as a result of the deployment of online teaching, including teaching and assessment.

Assessment is perhaps the most important thing you can do to help students learn. Some may not like about grading, but students if they want to get qualified, they must participate in the assessment process that the teacher has designed and implemented (Brown, 2005). Assessment, according to (Suchman, 1961), is the process of identifying the outcomes of many activities that are meant to promote the achievement of goals. Assessment also has several types that are usually used to assess, according (Damilola, 2020) to the Pre-assessment or diagnostic assessment, Formative assessment, Summative assessment, Confirmative assessment, Norm-referenced assessment, Criterion-referenced assessment and Ipsative assessment.

Assessment is a core element in the educational system to obtain information about the extent the learning outcome has reached (Kellaghan & Greaney, 2001). Assessment during this pandemic can be done using a number of teaching mediums (Hapsari & Fitria, 2020). On the other hand, the assessment which is usually carried out directly after the COVID-19 outbreak has turned into an online assessment (Zhang, Yan, & Wang, 2021). Examples of media that are usually used for assessment are Quizzes, Google Classroom, Zoom, and Google Meet as platforms that can be used for assessment, but the most familiar or commonly used media is Google Form. Google Form itself is a free web-based service from Google that makes it easy for users to create surveys, questionnaires, forms, or others on an online or digital basis (Bakla, Çekiç, & Köksal, 2013).

Assessments carried out using websites can be an alternative during a pandemic. The use of websites such as Google Forms has a good impact because of time efficiency and effectiveness in use. According to Santoso (2019) in his article, he stated that the Google Form assessment media was more effective than using conventional assessment media. Given the potential of Google Forms as a medium for assessment, using it as an assessment tool is not particularly challenging (Prieto-Sandoval, Ormazabal, Jaca, & Viles, 2018). Therefore, this research is conducted to investigate students' perceptions of the using Google Forms as an online English assessment medium.

There are several previous studies related to the topic discussed. The first study on students' perceptions of online assessments was conducted by Alsadoon (2017), which was specifically conducted to find out how Saudi Electronic University undergraduate students feel about the use of e-assessments. The findings showed that the students studied showed a positive attitude towards the e-assessment conducted, appreciated prompt feedback, and believed that online assessments would help them learn more efficiently. The second study was conducted by Howe (2020). The purpose of this study was to determine the application and perception of e-assessment among students and lecturers of IDM University. Because of the benefits it provides, e-assessments are popular among students and professors. The application for assessment used is ColCampus and is considered a successful learning management system by both students and instructors.

However, despite the number of studies that have been conducted, previously studies that examine students' perceptions of English assessment conducted online using Google Forms are still under investigated. This study attempts to investigate students' perceptions on the implementation of online English assessment using Google Form. The researchers really hope that this research can help teachers, students, and the academic community in the future in understanding the assessments conducted online and reconsidering the perceptions and opinions of students regarding the advantages and difficulties of conducting online assessments.

METHODS

This study was designed to figure out students' perceptions on the implementation of online English assessment using Google form. Specifically, this study applied case study design as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident and relies on multiple sources of evidence" (Darke, Shanks, & Boardbent, 1998). The participants in this study were five students at a university in Garut who have used Google forms as a scoring medium previously. They were chosen on the basis of a set of criteria (Husereau, et al., 2013), one of which was prior experience with Google forms for assessment. Then, the interview was used because of its flexibility. According to Berg (2001 p. 127), interviewers are allowed (actually expected) to investigate further beyond the answers to their prepared and predetermined questions.

The process of completing this research involves several steps. Prior to the interview, the respondent must first give permission for data collection. The interview process was carried out twice, namely on 7 and 12 June 2022 using voice notes sent via WhatsApp and involving 5 respondents with 6 questions. Interview duration ranged from 20 to 1 hour, the average being 35 minutes. With the interviewee's permission, each conversation was recorded via WhatsApp voice notes and then transcribed for clarity. Then, the results of the interviews were examined descriptively depending on the content to gather the necessary information. The results are then validated and interpreted following the relevant theories by comparison with related hypotheses.

FINDING AND DISCUSSIONS

This study was designed to determine students' perceptions of the implementation of online English assessment using Google Form. Therefore, the research was conducted based on the following question: "What are the student's perceptions on the use of Google Form as the medium of an English online assessment?" The outcomes are then presented in a succinct overview together with the interviewees' experiences using Google Forms as a tool for online English assessment.

Findings

In this part, describes the results of interviews with students regarding their perceptions of how online English assessments are applied using Google Forms, especially regarding the Google Forms application according to students, the impact of using Google Forms effectively or not when used, as well as a number of advantages and challenges in using Google Forms in online English assessments.

Implementation

Regarding the implementation of the google form, some students saw that the google form was used to fill out online registrations, questionnaires, collect assignments, exercises and others. Because by using Google Forms it is easy to collect the data you want to get, time efficient and practical to do. These findings can be seen from R1 who states that:

#R1: I am aware, yes. It has been and is typically used to complete online registrations, questionnaires, gather assignments, and perform exercises, UTs, tests, and evaluations. For the application, the lecturer often provides a link first, and then after we click, there will be a column to fill in the name, class, absent number or NIM, and so on. After we click next, the display changes to filling out either multiple choice or essay questions. Following completion of the questions, there is a column where you may submit your work or finish, and depending on the lecturer or teacher who provided the assignment, there is also typically a column where you can view the value.

Based on the script, it can be concluded that almost all respondents gave the same response to the implementation of this Google Form. On average they think that Google Form is a site or service to help us online, such as services for registration, exams, assessments, assignment collection and others. They also agree that they know how to apply for Google Forms. They said that for the application, lecturers often provide a link first, and then after we click it, there will be a column to fill in the name, class, absentee number or NIM, and so on. After we click next, the display will change to filling in multiple choice questions or essays. After completing the question, there is a column where you can submit your work or complete it, and depending on the lecturer or teacher who gave the assignment, there is usually a column where you can see the grade.

Effectiveness

Regarding the effectiveness of using Google Forms, there are those who see that Google Forms is very effectively used in online assessments. This happens because Google Forms are very helpful in the data collection process, especially during online learning, especially in assessment. These findings can be seen from the responses of R3 and R5 who states that:

#R3: In my opinion, the use of the g-form as an assessment medium is effective, because we don't need stationery and we don't have to bother writing this, and so on. However, if for example we use this g-form we only need to click or we only need to press a button.

#R5: In my opinion, it is very effective, because it is very helpful in the data collection process, especially during yesterday's online learning.

Additionally, the researcher concluded that almost all respondents gave the same response to the effectiveness of this Google Form. The average respondent said that the use of Google Forms was very effective, because this Google Form helps the data collection process, makes it easier for users to create and collect and collect data they want to obtain. Both for teachers and students such as making surveys, asking questions with the online form feature which can be customized according to your needs. So, students and teachers can get answers directly from those who fill out the survey. Therefore, Google Forms is very helpful in the data collection process, especially during online learning and is also easy and practical to do; data storage using this service is also real time and can be accessed by anyone online.

Benefits

Based on the respondent's point of view regarding the advantages or benefits of implementing Google Form some students see that the benefits of Google Forms are that they are easy to access, do not have to go to the assessment location, and we can also adjust the processing time and can be done anywhere and anytime. These findings can be seen from the responses of R1 and R3 who states that:

#R1: The benefit of using the G-Form as an online assessment tool is that it is simple, we don't have to go to the location of the assessment, and we can also change the amount of time we have.

#R3: In my opinion, the benefits are enormous, because just like yesterday when we were in a pandemic because we couldn't meet directly with friends and lecturers on campus with the g-form we were more helpful, as was the case with assessments that had to be done on campus but can easily be done online using this g-form.

The researcher concluded that almost all respondents gave the same response about the benefits of this Google Form. Regarding the benefits of using Google Forms, several respondents said that the benefits include; easy to access anytime and anywhere, no need to print/hard files, enthusiasm to work and increase interest in learning because it is easy to access and use, facilitates the work of lecturers and students, and makes it easier to collect data. Another advantage of using Google Forms is that it can be used for free, so when you use it you don't have to pay. You can use all Google Forms features at no additional cost or subscription fee. This is one of the main advantages of Google Forms over other form builder apps or services. Google Forms also features a simple interface that can be used by casual users. In addition, Google Forms also has a drag and drop feature that makes it easy for users to edit forms.

Difficulties

According to the findings of the interview study on the use of Google Forms there are also some difficulties that users face. Some students thought that the difficulties included internet access disturbances caused by insufficient data quota, unstable signal, sudden data loss, having to re-enter data that was previously incorrect, and other difficulties. These findings can be seen from the responses of R1 and R5 who states that:

#R1: Of course, using the g-form has its challenges; occasionally, there are glitches or internet access is interrupted due to usage of quota. Sometimes the signal is erratic, causing the g-form to automatically refresh.

#R5: Maybe one of the problems is a signal, because the signal can affect when filling out a questionnaire or when filling out a Google form, maybe that's one of the obstacles.

Not to mention the researchers concluded that almost all respondents gave the same response regarding the obstacles in using this Google Form, the obstacles experienced by respondents in using this Google Form are usually; suddenly an error that doesn't know what the cause is either from the internet or the link, internet access is cut off because the quota is not enough to use, the signal is unstable, the data and answers entered are lost suddenly, need to re-enter data that was previously error, lag when uses Google Forms, and sometimes refreshes itself during application use.

Discussion

This study has generated several findings regarding students' perceptions online assessment of using Google forms. The student claims Google Form is easy it to use during at implementation, this is supported by respondents when interviewed that regarding. Students' perceptions on the implementation of Google Form are useful for making it easier for users to create and collect or collect data they want to obtain. Moreover, this results relevant to the findings of Sivakumar (2019), which states that Google Forms as a web-based tool called Google Forms is used to design forms for data collection. Google Forms can be used by teachers and students to create surveys, tests, and registration forms for events. In addition, Google Forms can be used for lesson planning, professional development planning or surveys, and assessment forms. Besides being easy and practical to do, data storage using this service is also real time and can be accessed by anyone online. It is line with the opinion of Islam (2019) who say that Google Form is a Google application available on Google Drive which is useful for helping plan events sending surveys, giving student quizzes, do an assessment or collect other information easily and efficient. Google forms can be used for self-grading assessment.

In addition to the effectiveness of Google Forms, according to students' perceptions using Google Forms in online English assessment is very effective to use, because it is very helpful in the process of collecting data when learning online. The results support the findings of Angin's (2021) thesis, mentioning that the use of the variable effectiveness of using Google Form as a learning evaluation medium obtained an average percentage of 84% with effective criteria because it is easy to access, efficient in terms of time, efficient in using paper and can be reached by all groups. It is line with according to Jazil, Manggiasih, Firdaus, Chayani, & Rahmatika, (2020), Google Form has effectiveness to be used as an evaluation medium because it makes it easier for teachers to manage students' learning outcomes but there are still several factors that make the use of Google Form effective less. In order for the evaluation media to run more effectively the teacher must pay attention to several things such as class preparation, subject matter, references, and types of evaluations, directions, and scoring criteria.

Furthermore, the benefits felt by respondents or students after using this Google Form are in accordance with the benefits that have been conveyed according to Priyanda (2021), the use of Google form in assessment activities in learning English has an impact and benefit both from the effective aspect, efficiency and attractiveness. For teachers, it is very helpful to have Google Form in terms of cost, time, and effort. This makes students more interested enthusiastic, and active when doing exams. The results support the findings of Iqbal, Rosramadhana & Amal (2018), which states that the benefits of using Google Forms is that it is effective, efficient, interactive and minimizes the use of paper in processing, storing and assessing assignments given to students. Therefore, Google Form is very effective in processing the assessment and grades of the students' learning performance.

Moreover, in the section on difficulties faced by students or respondents, during the use of Google Forms as an assessment medium, the section was constrained by poor signals. The results support the findings of Syarief, Utomo, Nasution & Kamal (2022), states that the difficulty or flaw in using Google Form arises when the internet connection is interrupted or malfunctions. According to the difficulties regarding the Google Form according to Afifah, Utami, Hidayani & Kurniati (2021), from the results of the study, it can be said that the use of Google Form in learning evaluation has not been fully implemented effectively because students are still involved in a lot of homework, poor signal areas, and lack of awareness when taking online classes.

LIMITATIONS OF THE STUDY

One of the limitations of the studies is the limited number of participants. Further research is needed with a larger sample and from several regions and different types of schools and at different levels. Furthermore, it will be useful to include or specify the subjects analyzed using Google Form media or it can also use other media. Because, the main perception in this study is only on the assessment of English broadly using Google Forms, not specifically on the assessment of subjects.

CONCLUSION AND SUGGESTIONS

Based on the description of the results and discussion of this research, it can be concluded that almost all students know and can use Google Form as an online assessment medium. Google Forms is also considered effective in its use, and is familiar enough to be used as a medium for registration, filling out forms, and scoring in online exams. Google Form can be used as an alternative online assessment. However, in addition to the benefits obtained in using Google Forms as an assessment medium, there are also difficulties experienced by students during its use. The network is more likely to be the cause of the problems that students run into when using the Google Form as an online assessment tool because if there is a network issue or disruption while filling out the assessment and the Google Form re-freshes, the student will still need to fill in their answers and identity.

This study offers a number of suggestions for educators, students', and future researchers to focus more on the challenges associated with using Google Forms as an online evaluation tool. First, the authors suggest educators to pay more attention to what media are used for learning media, both from teaching and assessment. Second, the authors suggest students' also pay attention for perceptions of the obstacles or benefits obtained or occurred during the online assessment. The authors also suggest students to be more courageous and open in their opinions, especially when experiencing problems during the assessment carried out by the teacher through an online media such as using this Google Form or other media. Furthermore, the authors suggest that future researchers can add more respondents to get better research results. Besides that, the future researcher can add additional factors, such as age, education level, etc. Researchers can also differentiate research levels so that the results obtained are more comprehensive and there are differences of opinion from each of

the respondents. In addition, the researcher hopes that his work will be useful and beneficial for students, teachers, and other researchers in the future.

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