STUDENTS' PERCEPTION BY USING GOOGLE FORMS-BASED ENGLISH ASSESSMENT IN ENGLISH ACADEMIC

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ABSTRACT

This study aims to investigate how students perceive the utility-perceived self-efficacy, perceived cheating risk, and of online formative assessment using Google Forms. Additionally, it aims to assess the benefits and drawbacks of using Google Forms as an online formative assessment tool for EFL teachers. This study was a quantitative. investigation into how senior high school students felt about teachers utilizing Google Forms to evaluate their students. The population of this study is student senor high school in Seluma. The sample in this study were 40 students. a perception survey that offered the attitudes of senior high school students were assessed employing a 10-item online survey divided into three variables: perceived self-efficacy (three statements), perceived cheating risk (four words), and perceived utility (four statements) (three statements). According to the poll results, 23.5% of the majority of students said that using Google Forms helped them learn to read and made that process easier. Regarding her use of Google Forms, her 11.25% of students were neutral, 15.5% of students disagreed, 8.25% of students definitely disagreed, and 42% of students strongly agreed. The findings revealed many drawbacks to utilizing Google Forms as well as students' perceptions that using it positively enhances learning despite the possibility of cheating. In order to track each student's development during the course and create interventions to prevent cheating on online tests, English language teachers are recommended to involve all students in online formative assessments. The current study contributes to greater knowledge of the benefits and drawbacks of English online testing.

Keywords: students' perceptions, Google Forms, online assessment

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. Everything about how people live their lives has changed the Covid-19 pandemic's effects.The idea of the "new normal" is also starting to take shape. The phrase "online learning in education" is growing in popularity and is progressively being used in schools in light of this epidemic. It refers to a new era in which all activities of daily life must be modified or adapted (Iqbal: 2018). Online learning is a process of learning that is typically conducted from a distance using a browser or an application to access a variety of learning resources (King: 2009). Students must be able to use and take advantage of current technologies in order to

implement an online learning system. The process of teaching and learning has made use of technologies including telephones, radio, television, computers, and the Internet. According to Ghasemi and Hashemi, there has been an increase in interest in recent years in how computers and the Internet may be used to enhance education at all levels, both formal and informal (2011, p. 3098). The improvement of schools' official and informal frameworks is becoming more popular. In addition to being utilized to deliver instructional materials in the classroom, computers and the Internet are also used to evaluate student performance.

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)

For grading and reporting purposes, assessment is the process of determining whether a student has a thorough comprehension of the subject matter. Feedback from teachers to students on their progress can be one way to do this. The learning activity that directly affects students includes this. The purpose of assessment is to gauge how well pupils have accomplished the objectives of the learning activities they are being evaluated for. The assessment's findings show whether the learning goals have been attained. By assisting students with their understanding of the material and by identifying those who have mastered it, teachers can also gauge their own success.

Deep reality demonstrates that without evaluation, learning is pointless. The learning objectives cannot be evaluated without assessment, regardless of how carefully a teacher arranges courses or how interesting the learning experience is. According to (lee: 2006), this is the key factor. The method of instruction and learning is connected by assessment. The effectiveness of educational activities can be evaluated by instructors.

Any educational program's performance is determined by evaluation, which is a crucial step in the educational process. Use of this test in English exams as a means of evaluation to gauge how well English is being taught and learned. The unexpected introduction of Covid19 has pushed schools to migrate online, which has prompted the education community to explore ways to ameliorate the situation in classrooms. Selma Middle School, one of several educational institutions in Indonesia that offers distance learning, has chosen to implement the teaching and learning process at this moment. Schools are working to adhere to the guidelines set forth by the Ministry of Education and Culture. I agree with. During the Covid-19 epidemic, this school used distance learning (online). This calls for the adoption of technology-based learning by all teachers. As a result, the purpose of using Google Forms to measure learning is to prevent packing students into classrooms, which raises fears that doing so may increase the number of COVID-19 pandemic victims. increase. To break the Covid-19 chain, distance learning is being conducted. This is undoubtedly relevant to future studies on the usage of Google Forms as a tool for evaluating and assessing learning EFL classrooms that use English language instruction.

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 throughout her COVID-19 epidemic. 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.

Pre-Covid-19 assessments were technically completed using a paper-based system. However, paper-based examinations are being replaced by technology-based systems as a result of the rapid technical advancement in language teaching. Google Forms, which includes a quiz component, is one popularly utilized tool for evaluating student learning. Several earlier research looked into how he used Google Forms as an evaluation tool. (Elbasyouny: 2021).

According to a study by Haddad & Kalani, Google Forms is a novel kind of formative evaluation that successfully incorporates student comments to enhance the quality of course education. The outcomes of assessments give professors and staff immediate feedback so they can address problems quickly. According to research, instruction based on student feedback has significantly improved student performance.

Google Forms are employed as a helpful tool for assessment, according to research by (Fageeh :2015)This study demonstrates, however, that poorly constructed stages can render Google Forms unusable. The study also uncovered some fascinating data regarding the significance of safeguarding student privacy when disseminating spreadsheet results. Maintaining student self-esteem depends on preserving their confidentiality with regard to the release of their test results.

Another investigation was carried out by (King: 2009) a work titled "Online Survey Tools: Online or web-based surveys were significant in our Google Forms case study. since it is less expensive and you may contact a wider range of responders. Given that Indonesians have been using the Internet and smartphones more and more throughout the years, One option for grading students may be to use Google Forms as an EFL assessment tool. Even while Google Forms can be used for assessment, more traditional methods like interviews and observations cannot be totally replaced. (Elbasyouny:2021), Additionally. It ensures that students with disabilities have the support and motivation they need to achieve their goals. Iqbal did another study in 2018 that demonstrated different forms of student worksheets that could be created in Google Forms. The process for creating an online worksheet is clearly laid out in this study. They cited how Google Forms spreadsheets may speed up the evaluation process and foster an engaged learning environment. According to a study According to Agung et al. (2019), Google Forms exercises result in engaging activities for students.

This study's focus is on using Google Forms is a web-based evaluation tool, which is guided by the background information and literature review presented above. Her Google

Forms-based learning is primarily used by teachers now for English learning at home, according to early observations by earlier authors. In order to find out how teachers feel about using applications to help students learn English and how form-based learning with Google influences students' English proficiency, the authors suggest a study on this topic. Assess the effect The situation is education. Instructions for using Google Forms are related to the study of the alien language English. In Seluma, a junior high school, this study was undertaken.

RESEARCH METHOD

This study used a quantitative methodology to better understand the phenomenon of responses from students and instructors to the application of Google Forms as a tool for testing learning. Utilized data collection methods include questioners and interviews. The researcher classifies the responses after getting the data, writes back the technical analysis data, and then gets the results. The tool was used to gather data. Transcripts from the classroom and a checklist for observing how particular individuals utilized Google Forms were the instruments employed in this study. The assessment tool was a Google Form with a variety of question kinds. On Google Forms, the subjects were required to complete a number of exercises. A multiple-choice question was the question type.

Instrument

The attitudes of senior high school students were evaluated using an online questionnaire with a total of 10 items and three variables: perceived benefit (four statements), risk of cheating (three statements), and perceived self-efficacy (three statements). For instance, to suit the objectives of this study, The fourth, seventh, and tenth items of the perceived danger of cheating were borrowed from Rofiah and Waluyo, and the fifth item of perceived self-efficacy was modified from Fageeh's (2015) study. The questionnaire's items were all created by the researchers, with the exception of four (2020). Responses ranged from "1-strongly disagree" to "5-strongly agree" on a five-point Likert scale." To elicit teachers' thoughts about the advantages and challenges of adopting two online, free-form written questions

RESULT AND DISCUSSION

Researchers discovered the results of a survey that gave them the information they needed to respond to the first problem statement, which was about students' experiences learning to read online using Google Forms. 10 true statements were employed by the researchers in a questionnaire to address this question. Five other students in that class were interviewed by the researcher as well. Ten multiple-choice questionnaire items made up the data. They are extremely opposed, opposed, neutral, agreed, and agreed. There were four indicators total. The implementation of Google Forms and Google Forms in learning to read. The use of Google Forms to acquire reading comprehension. The usage of Google Forms in online reading comprehension assessments. To view the information from the survey that was collected for each question, can be seen based on the table below:

Table 1. The Questionnaire result of the students' experiences in learning reading through Google Form

STATEMENT	SD	D	N	A	SA
Google Forms' online assessment is helpful for language testing	-	-	-	15	25
	0%	0%	0%	3,75%	6,25%

Remain composed when responding to online tests on Google Forms.	2	7	-	11	20
	0,5%	1,75%	0%	4,4%	5%
Use Google Forms online tests to enhance your exam performance.	-	11	11	9	9
	0%	4,4%	4,4%	2,25%	2,25%
While taking exams, take screenshots of the questions and send them to your pals	7	1	-	15	17
	1,75%	0,25%	0%	3,75%	4,25%
I am comfortable using Google Forms to take online English examinations.	3	6	2	2	27
	0,75%	1,5%	0,5%	0,5%	6,75%
Complete tests on Google Forms to identify problems with your course.	-	12	10	8	10
	0%	3%	2,5%	2%	2,5%
Use Google Forms to translate challenging terms during the English exam.	-	4	6	18	12
	0%	1%	1,5%	4,5%	3%
Use Google Forms to conduct online tests	10	4	-	3	23
	2,5%	1%	0%	0,75%	5,75%
Quickly identify incorrect responses so you can avoid them in the future.	5	7	3	7	18
	1,25%	1,75%	0,75%	1,75%	4,5%
It's simple to cheat on the Google Forms English test.	6	8	13	6	7
	1,5%	2%	3,25%	1,5%	1,75%
SCORE	**33**	**60**	**45**	**94**	**168**
Percentage	**8,25%**	**15,5%**	**11,25%**	**23,5%**	**42%**

The world of education cannot avoid information technology because it is developing at an accelerated rate. The improvement of universal improvements to the educational system and studies nowadays are demands for the development of this information technology. One type of learning adaptation is the incorporation into the teaching and learning process of various information and communication technologies. These modifications include, for instance, the development of online learning approaches, the use of social media sites for educational purposes, and the creation of electronic or computer-assisted learning materials. According to the survey's findings, statement number 33 students (8, 25%) strongly disagree, 60 students (15,5) disagree, 45 students (11,25%) chose neutral and 94 students (23.3%) chose agree and 168 (42%) students strongly agree. The outcome indicates that one of the medium that is simple for students is Google Forms. It is simple for them to understand and pick up when they desire to use it. Thus, one educational tool that students can utilize to modify the usage Using technology to enhance learning and teaching is Google Forms.

DISCUSSION

Online education does not necessarily result in bad outcomes. Student can understand the value of employing technology in daily life precisely because of the limits present in today's classrooms. People are currently competing to use technology advancements to overcome all obstacles, not just in the educational environment but in all other disciplines as well. According to the poll results, 23.5% of the majority of students said that using Google Forms helped them learn to read and made that process easier. Regarding her use of Google Forms, her 11.25% of students were neutral, 15.5% of students disagreed, 8.25% of students definitely disagreed, and 42% of students strongly agreed. This leads us to the conclusion that the majority of students find Google Forms to be helpful and simple to understand. Google Forms had good implementation for teaching people how to read and liked online reading comprehension assessments and reading comprehension.

The respondents' favorable impressions demonstrated that students receive feedback right away after completing the online evaluation. The online evaluation gives some distinctive and challenging chances for assessment as well as options for positive continuous assessment, which is similar to the claim made by Mahbub (2018). Online testing has a better potential for

measuring sophisticated learning abilities, offers real-time feedback and scoring, and cuts down on the time and expense of manual data entry. This conclusion supports past research' findings that online formative assessments generally aid in the teaching and learning of languages (Alharbi, A. S., & Meccawy, Z. (2020)). This result contrasts with that of Gürişik and Demirkan (2019), who found that utilizing Plickers as a formative exam for learning languages online did not significantly alter students' recall questions and answers. This discrepancy may be the result of the different assessment tool that was employed.

The difficulty teachers encounter during the implementation of online assessments leads to their confusion while selecting the appropriate question. Because the teacher must choose the question according on the students' level. When pupils simply Google their exam answers or collaborate with other students to cheat, the teacher becomes concerned. When designing an exam by theme, teachers can become confused because some assessments cannot be completed using multiple choice questions or essay paragraphs. This comment is in line with a statement made by Hricko and Howell (2006) regarding the difficulties in using online assessments, such as choosing the best question to ask, creating an efficient assessment method, etc.

The findings of this investigation imply that cheating may be possible when taking online quizzes utilizing Google Forms, where participants admitted how easy it is to cheat and how common it is. This discovery is consistent with previous studies (King: 2020). Even while cheating is a typical occurrence in all environments, King et al. found that it happens more frequently in online assessment (2009). Despite the value of online language formative assessments, it is important to note that EFL teachers should prepare for some test-taking cheating. As a result professors must help students understand the importance of moral conduct and Remind them that cheating on their final exams won't help them afterwards.

The responders further highlighted the effectiveness and efficiency of online testing. It can be completed whenever, anywhere, according to the teacher's timetable. It is not required to copy any paper or use a pen or pencil. Online examination can be conducted at any time and from any location, according to the expert. It also makes learning more flexible in terms of pace. The computer can handle far larger objects than can be printed on paper and can draw items at random from item pools (Khairil and Mokshein, 2018). Additionally, the student finds online evaluation to be more enjoyable than evaluation on a paper. The students also mentioned that the platform's or website's functionality is very helpful and aids in student assessment. Additionally, the students felt more comfortable taking the test online rather than on paper.

Online evaluation is perceived negatively,despite the fact that most students have favourable perceptions of it. The respondents don't feel that online testing is economical because students must purchase internet and set up a strong signal before taking an online test. The economic and ecological ideas are incompatible with it. Online testing could replace paper exams, saving money and protecting the environment.Because of the reduced time and material requirements as well as the automatic data collection and analysis, conducting online assessments is particularly cost-effective. Utilizing less paper will indirectly consume less energy (Khairil and Mokshein, 2018). Despite the fact that online assessments are paperless, students still need to set up a strong signal and purchase an internet. Also, a lot of money was spent.

Kids need extra time to finish the online evaluation since they have to read a lengthy part that scrolls up and down. The student needs time to review and double-check an assessment. It suggests that it will take longer to administer an exam online. These assertions support those stated by Hricko and Howell (2006), who asserted that certain individuals grow more fatigued while reading material on a screen and that reading lengthy sections on a computer may be difficult due to the requirement for horizontal and vertical scrolling.

CONCLUSION

The current study aims to investigate how English language learners see using Google Forms as a formative assessment method online evaluation. The study's preliminary findings revealed that EFL students using Google Forms as a formative assessment method language evaluation. The study's second finding revealed that cheating was likely to occur on the online Google Forms test, with participants attesting to the prevalence and ease of cheating. This conclusion is in line with that of the body of research. In any situation, fraud is 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.

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