

THE STUDENTS PERSPECTIVE IN USE GOOGLE FORM IN ENGLISH TEST AT SD KARTIKA 1-4 PEMATANGSIANTAR

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Abstract

This study looks into students' thoughts on the use of Google Forms as a learning assessment tool in English language assessments. The research employed a quantitative methodology using questionnaires to gather data from fifth-grade students at SD KARTIKA 1-4 Pematangsiantar. The study focused on three key aspects of Google Forms: attractiveness, accessibility, and effectiveness. Due to the data, students generally found Google Forms attractive, with most of them like the platform's display. . However, accessibility posed challenges, with students reporting difficulties operating Google Forms, experiencing interruptions due to slow internet connections, and expressing concerns about the potential for cheating. Regarding effectiveness, students found Google Forms facilitated understanding of English test questions and preferred it over traditional paper-based tests. They also felt more confident answering questions using Google Forms. However, the immediate feedback provided by Google Forms caused anxiety for some students. . The study concludes that while Google Forms offers advantages in terms of convenience and accessibility, Challenges connected to internet access, technological concerns, and the possibility for cheating must be overcome to ensure its successful and equitable use in educational contexts. The findings highlight the importance of considering students' perspectives when integrating digital assessment tools into the learning process and underscore the need for ongoing efforts to improve the accessibility and reliability of such technologies.

Keywords: Google Form, Learning Assasment, English Test, Students Perspective

INTRODUCTION

The advancement of digital technology has altered essentially every area of human life. Starting from the way we communicate, work, study, to socialize, everything has undergone a significant transformation. Especially in, teaching learning activities (Cathy Lewin *et al.*, 2019). Akmal (2019) asserts that there are multiple media kinds that can be utilized in the course of education, including digital and manual media. Media manuals are similar to the equipment utilized in classrooms and other learning environments, such as whiteboards, markers, erasers, and pamphlets (modules). Currently, the use of electronic media, including computers, internet access, and technological devices like Cake, Duolingo, WhatsApp, YouTube, and other online learning platforms. The study or practice of students helping with the teaching and learning process in schools can be regarded as educational technology. This can take the form of creating a lesson that calls for a procedure that makes

use of already-existing technology. Technology for education is the research and ethical method of supporting learning and enhancing performance by developing, implementing, and managing relevant technological processes and resources (AECT, 2004). Technology's Impact on Academic Sustainability Technology has transformed how we learn and teach, creating several chances to improve educational environmental sustainability. Thanks to technology, we can complete a wide range of chores quickly. The quality of education will improve if teachers can successfully employ technology. The role of teachers cannot be replaced regardless of the rapid development of technology, because teachers are able to understand the emotional and social intelligence of students, something that is difficult to do by machines. Conversely, in addition to their usual classroom responsibilities, teachers are increasingly expected to act as facilitators, using technology to improve the learning experience. For the cognitive Teachers are expected to care more about details, provide structured instruction, and supervise learners' learning behavior more closely. Easton (2003) identified two new responsibilities for teachers in online instruction: instructional designer and interaction facilitator. Faced with these obstacles brought about by the integration of technology into learning, teachers must adjust to these new roles and will surely confront numerous difficulties, which means not only a shift in the roles of teachers but also increased expectations. They must acquire the appropriate instructional strategies and apply them flexibly to meet various online and offline needs.

To effectively integrate digital technology, teachers must be adaptable and imaginative, such as using Google Forms for learning assessments. Johnson (2020), for example, found that employing digital technology in the classroom can improve student engagement and assessment efficiency. According to Antara (2018), Gogot Suharwoto, Head of the Ministry of Education and Culture's Information and Communication Technology Centre, claims that just 40% of non-information and communication technology (ICT) instructors are technologically equipped. Furthermore, the Ministry of Education and Culture (2019) reported that more than 80% of teachers who utilize digital technology believe it helps them deliver curriculum more successfully. This demonstrates the importance of instructors in educating pupils about technology in today's digital age.

However, the perspective of the students as the main users has a significant impact on this instrument's effectiveness. The way in which students complete and react to the exam depends on their comprehension and acceptance of utilizing Google Forms. As a result, it is critical to understand student attitudes toward utilizing Google Forms as a digital learning assessment tool. Digital assessment tools use technology to test and measure students' knowledge, skills, attitudes, and abilities in a number of formats, such as online exams, interactive quizzes, surveys, computer-based exams, and simulations. These tools can aid with educational evaluation since they provide instant feedback, detailed analytical data, and assessment adaptability.

Google Form is one of the uses in the form template or worksheets that can be used separately or together with the purpose of getting information from users (Jumar Slamet, 2016). The Google Form for education has several functions, including providing online practice/test tasks via website pages, collecting people's comments, collecting multiple student and teacher data, creating online admission forms at schools, and sending surveys to others on-line. Google Forms can also be useful media for assessment. The use of Google Forms as a tool to measure digital assessment is supported by various research results that show the results used as reference material in this study. Such as research conducted by Smith (2019) states that 75% of students feel more motivated to complete tests using digital assessments compared to traditional methods. This is also supported by a statement from White's (2020) findings that the average score of learners increased by 20% after using digital assessments. where the main advantage is that digital assessments can increase learner involvement in the assessment process (Gikandi, Morrow, & Davis: 2011). In fact, digital assessments can generate quick and timely feedback, saving teachers time in correcting and allowing students to know their grades immediately after completing an assignment or test (Syahria, 2019; Alruwais, 2018; Beevers et al, 2011; Sahidu, Gunawan, Suranti, & Nisrina, 2020). Student grades and statistics can also be automatically stored on the website as a teacher's archive, so teachers do not need to worry about losing student grade data. According to the National Education Association (2020) survey results, teachers find it easier to assess students' strengths and weaknesses by using Google Forms analysis results. Based on the results of this study, it is concluded that using Google Forms as a digital assessment tool has efficiency and effectiveness in improving the quality of learning. These benefits make it a useful tool in the modern educational context.

Google Forms in education simplifies instructors' responsibilities, especially in assessing. Google Forms can be utilized used as an alternate way of assessing student work in distance learning. There are several benefits to using Google Forms for online assessments, one of which displays the actual information that the respondents provided. The disadvantages of using Google Forms include the lack of teacher supervision (Elbasyouny: 2021), the possibility of cheating, and the short amount of time granted for responses by students. On the other hand, the benefit of this tool is heavily dependent on students' perspectives as key users. The students' awareness and acceptance of utilizing Google Forms can affect how they finish and respond to the exam. It is critical to gather students' feedback on using Google Forms for digital learning assessments.

When using Google Form, learners initially felt confused because they had never taken a digital-based exam before. In addition, some learners did not have supporting tools such as mobile phones or laptops to take digital exams. Therefore, the teacher lent the learners a mobile phone so that they could fill in the exam questions that had been sent through the link previously distributed by the teacher. After working on the questions using

Google Form, learners' scores will automatically appear, which causes learners with low scores to ask the teacher if they can retake the exam to get a better score.

English, a West Germanic language of British origin, is one of the most widely spoken world languages today. It is an official tongue in many countries, including the United States, the United Kingdom, Canada, Australia and New Zealand, and millions of people around the world use it as a first or secondary spoken language. English is recognized for having had a major impact on a number of subjects, including business, science, technology, and international diplomacy. Its extensive use in entertainment, the media, and the internet adds to its significance on a global level. English is a major language in the world and serves as an international language. According to Ulrikke Rindal (2020) English is "in transition" due to its global status and the way many learners use it outside of class. She also views English as a lingua franca (ELF) that is an alternative to focusing on native speakers.

A test is one of the instruments used for measuring something. In terms of education, an exam should be able to assess the learning outcomes that determine the student's unique proficiency who have grasped the course content and who have not. Examining is additionally one of the most effective instruments for evaluating students' strength and to develop a learning perspective. There are seven different sorts of tests: diagnostic tests, proficiency tests, achievement tests, aptitude tests, placement tests, personality tests, and intelligence tests. At the educational level, the diagnostic test is the most commonly used test. A diagnostic test measures a student's knowledge and skills. It is used to assess students' strengths and shortcomings in both previous and present learning.

Digital technology has revolutionized many aspects of life, including education. Traditional teaching tools have been supplemented by electronic media like computers, the internet, and digital platforms. Technology for education is the discipline of utilizing technology procedures and tools to enhance learning and performance. Despite technological advancements, the irreplaceable role of teachers remains crucial. Teachers must adapt to new technologies, using tools like Google Forms for assessments. These tools can increase student engagement and provide immediate feedback, though challenges like lack of supervision and potential cheating exist. Research shows positive results for digital assessments, with immediate feedback and improved student performance. English, a West Germanic language, is widely spoken globally and plays a significant role in business, science, and diplomacy. Tests, including diagnostic, proficiency, and achievement tests, measure student learning and proficiency. Diagnostic tests are commonly used to identify students' strengths and weaknesses. The effectiveness of digital assessment tools like Google Forms depends significantly on students' perspectives and their familiarity with digital exams. Teachers play a significant role in assisting the successful incorporation of these innovations into the learning process.

This research aims to understand students' perspectives on the use of Google Forms in digitally assessing learning in English language tests. By understanding students' viewpoints, the feedback provided can help improve the quality and usability of Google Forms in schools. It is believed that this research can provide improvement solutions or suggestions to help build a more up-to-date, efficient and acceptable learning evaluation system for today's educational demands. As a result, the researchers intend to investigate students' attitudes to using Google Forms as a digital learning measurement tool.

RESEARCH METHOD

To acquire a better knowledge of the phenomenon of teacher and student responses to the use of Google Forms as a tool for learning exams, this study used a quantitative technique with questionnaires as the data collection tool. According to John W. Creswell (2012, 2013) quantitative is a research approach that emphasizes the collection, analysis, and interpretation of data in numerical form. After obtaining the data, the researcher categorizes the responses, returns the technical analysis data, and finally receives the results. Data was collected using the program. This study's tools included classroom transcripts and a checklist for evaluating how specific individuals used Google Forms. Data is acquired by asking students to complete the questionnaire provided by the researcher. There are three categories of questions: attractiveness, effectiveness, and accessibility.

RESEARCH DESIGN

According to Creswell (1994, pp.1-2)) defined a quantitative research as "an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true" and a qualitative research as "an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting". The researchers use quantitative method. The research design was descriptive. Descriptive study delineates a scenario without examining the relationships, influences, or differences among variables. According to Sugiyono (2017), descriptive research involves the systematic portrayal of obtained data without the intention of drawing broad conclusions or making public generalizations based on the analysis of that data. Descriptive research seeks to accurately and methodically define an inhabitant, situation, or phenomenon.

RESEARCH PARTICIPANTS OR POPULATION AND SAMPLE

1. Population

The population is all subject being studied. According to Creswell (2008: 151) population is defined as a group of individuals who have the same characteristic. The population is a group of things or people with certain characteristics that researchers investigate and develop conclusions about. Moreover, the population of this study was all of the fifth-grade students of SD KARTIKA 1-4 PEMATANGSIANTAR in the academic year of 2024/2025, which all consist of 20 students

2. Sample

A sample constitutes an aspect of the population under study. The sample of this study is taken from the population that is the fifth-grade students of SD KARTIKA 1-4 Pematangsiantar. Therefore, the sample of this study was students of fifth-grade which consist of 20 students. They all consisted of 7 male students, and 13 female students. The researchers chose this class because they are eligible to be the subject of this study and are comfortable with utilizing Google Forms to complete English tests online rather than other classes.

INSTRUMENTS

The questioner was employed as an instrument to gain data for the purpose of the study. According to (Sugiyono, 2018:124) a questionnaire is a data collection carried out by giving written agreement to the respondent to ask questions he answered. This questionnaire is an effective data collection strategy when the researcher knows with clarity which variables will be measured and what may be expected of the respondents. Questionnaires are used to collect data. In this study, students were given questionnaires with questions or comments that described their attitudes on the usage of Google Forms as English test media.

DATAANALYSIS

After all of the data has been collected, the following step is to analyze it in order to reach a conclusion. This study's data analysis technique is quantitative descriptive. Descriptive statistical calculations use percentage descriptive statistics because they include data presentation through tables, graphs, histograms, calculations, mean, mode, median, percentile calculations, calculation of data distribution, calculation of average, standard deviation, and percentage. (Sugiyono 2008, p. 112).

In accordance with the problems raised, to examine or determine the level of accuracy of the problems in this study, percentage analysis is used, namely the calculation of the average percentage based on the instrument determined by the formula :

$$P = f / N \times 100\%$$

(Anas

Sudijono,

2004:43)

Description:

f = Frequency for which the percentage is being sought

N = Number of Cases

P = Percentage Number

100% = Fixed Numbers

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the research findings and discussions based on questionnaires and interviews. The table will also show the results of each aspect, such as attractiveness, accessibility, and effectivity.

1. Students' Perceptions towards the Use of Google Forms on the Aspect of Attractiveness.

The table below displays the results of using Google Forms in terms of attractiveness.

Table 1.1 Students perceptions towards the use of google forms in english test on the Aspect of Attractiveness

NO	Statement	Alternative Answers				
		SA(%)	A (%)	N(%)	D(%)	SD(%)
1	I feel Google Forms makes English exams more interesting.	70%	25%	5%	0	0
2.	I appreciate how easy it is to navigate through a Google Form. The clear layout and intuitive design make it a user-friendly experience.	60%	30%	5%	5%	0

3.	I find Google Forms visually appealing and engaging. The ability to customize colors and add images makes it more interesting to use.	10%	10%	50%	20%	10%
4.	The attractiveness of Google Forms is subjective. Some students might like the design, while others might prefer a simpler look.	30%	60%	10%	0	0
5.	I prefer traditional paper-based assessments to Google Forms. I find the digital format to be less appealing and more difficult to focus on	10%	10%	20%	40%	20%

According to the table above, 25% of students agree that Google Forms has an appealing display. Furthermore, 70% of students strongly agree that Google Forms has an appealing interface. However, none of the students disagree that Google Forms has an attractive display. And 5% of students agree Google Forms has an attractive display.

In maintaining with this conclusion, the student said that some of the questions on their final exam had photochromy photos. Thus, students claimed that it makes the English test more colourful than the paper-based test. Google Forms have an appealing presentation.

2. Students' Perceptions towards The Use of Google Forms in the final examination on the Aspect of Accessibility

The table below displays the results of using Google Forms in terms of accessibility.

Table 2.1 Students perceptions towards the use of google forms in english test on the Aspect of Accesibility

NO	Statement	Alternative Answers				
		SA(%)	A (%)	N(%)	D(%)	SD(%)
1	I feel the time given to take English test on Google Forms are sufficient.	10%	70%	10%	10%	0
2	I found it difficult to operate Google Forms during the exam.	10%	10%	50%	20%	5%
3	I was bothered by interruptions while taking the English test on Google Forms (for example, slow internet connection).	30%	5%	20%	40%	10%
4	I find it easier to cheat when taking English tests on Google Forms.	20%	15%	15%	25%	35%
5.	I dont have handphone or laptop during the exam.	5%	15%	15%	15%	45%

Based on a sample of 20 students, 70% agree that Google Forms provides adequate time. Furthermore, 0 completely disagrees that Google Forms gives them adequate time. We can conclude that students have a positive perception of the first statement. For the second statement, 50% of 20 students found it challenging to use Google Forms. In addition, a student complained about having difficulty using Google Forms due to phone limitations. When he finished the test, the phone turned black since he was taking the final exam while it was still charging. Furthermore, 20% of students disagree with using Google Forms during an English test.

For third statement, 40% of student disagree that google so annoyed by interruptions while taking the English test on Google Forms. However, 5% students agree that google so annoyed by interruptions while taking the English test. As we can see, student have negative perception about it. The four statement, 35% of students agree that they not easy to cheat when taking English test. And 20% strongly agree that they easy to cheat when taking English test. As a result, the student not agree that they got easier cheating when taking English test. The last, from the 20 students, 45% of student strongly disagree not have phone or laptop during exam. We can conclude that their economy is above-average.

3. Students' Perceptions towards the Use of Google Forms in the final examination on the Aspect of Effectivity

The table below displays the results of using Google Forms in terms of effectivity.

Table 3.1 Students perceptions towards the use of google forms in english test on the Aspect of Effectivity

NO	Statement	Alternative Answers				
		SA(%)	A (%)	N(%)	D(%)	SD(%)
1.	I find it easier to understand English exam questions when they are presented in Google Forms.	15%	35%	50%	0	0
2.	I prefer doing English tests using Google Forms rather than on paper.	15%	65%	15%	5%	0
3.	I feel more confident in answering English exam questions when using Google Forms	5%	60%	30%	5%	0
4.	Values that can be seen immediately after completing the problem.	55%	30%	15%	0	0
5.	Google Forms are an effective tool for some types of assessments, but may not be suitable for all subjects or exam formats.	20%	30%	30%	5%	5%

Based on the table above, 50% of students easier to understand english test when they are presented in Google Forms. Furthermore, 35% of students agree to understand english test when teacher presented questions in Google Forms. Therefore based on the table, presenting of google form make easier students to understands. For the second statement, 65% of students agree they prefer use google form than paper. Moreover, 15% of students strongly disagree they prefer use google form than paper. Furthermore, 15% of students netral that they prefer use google form than paper. Furthermore, no students

chose strongly disagreed or strongly agreed. Regarding student preference, the results indicate a moderate preference for Google Forms over traditional paper-based tests. A substantial 65% of students expressed a preference for the digital format. While 15% of students remained neutral, a notable 15% disagreed with the preference for Google Forms. Notably, no students strongly agreed or strongly disagreed with the preference for Google Forms, suggesting a general level of acceptance for the platform with some reservations.

We can look at the third statement, based on total 20 students. There are 60% of students agree confident answering English test when using Google Form. Furthermore, 5% of student disagree. Moreover, 5% of student strongly agree confident answering English test when using Google Form. As we can see in the fourth statement, 55% agree that knowing the value. Furthermore, 30% of students agree that knowing the value. With value that are received immediately after taking the test can cause anxiety to students. This suggests that while Google Forms offer the convenience of instant results, educators should carefully consider the potential impact on student well-being and explore strategies to mitigate any associated anxiety.

CONCLUSION

According to the research findings, students' opinions on using Google Forms for the last test are both positive and negative. One good view is that Google Forms was easy to use. Students quickly understand how to use it. Another opinion is that using Google Forms for final exams is more convenient. Students merely need to click on the response to view their score. It also enabled students to take the test whenever and anywhere they desired, as long as they had an internet connection. Furthermore, pupils are not required to erase their previous answers in order to change their responses. All they need to do is click on the correct answers. For this reason, Google Forms is useful.

Furthermore, some students are critical of the usage of Google Forms in testing. This happened due to a number of variables, including an internet connection, different types of mobile phones, and time constraints. As previously stated, students must have a steady internet connection to use Google Forms. Students with a poor internet connection may lose a large amount of time because they must restart the test from the beginning to answer all of the questions. In addition, one student said that staring at his phone for too long brought him a headache and sore eyes. As a result, it affected the students' ability to concentrate on the test.

Students at SD KARTIKA 1-4 Pematangsiantar had both good and negative opinions toward using Google Forms for their English test. The positive view is that using Google Forms in an English test is simple and easy for students. They only needed to click the response, which saved them time and energy. Furthermore, Google Forms offers user-

friendly application development, which means that students will spend less time learning how to utilize it. As a result, they completed the test quickly.

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