

A STUDY OF STUDENTS' PERSPECTIVE ON USING GOOGLE FORM AS A READING ASSESSMENT

Nuril Shofiyatul Jannah

NIM 1710231026

Advisor 1: Nurkamilah, M.Pd

Advisor 2: Yeni Mardiana M.Pd

English Language Education Program

Faculty of Teacher Training and Education

University of Muhammadiyah Jember

Jl. Karimata No. 49

nurilshofiyatul@gmail.com

Abstract

In Indonesia, teaching and learning process conduct by online with the use of technology. Beside online learning also the reading assessment is conduct by online using Google Form. However, knowing students perspective in their reading assessment using Google Form is important. Based on students perception teachers or lecturers can evaluate the media used in teaching and assigning reading task so that there is no obstacle faced by students in their online assessment. In this research, the problem is “how do students perceive reading assessment through Google Form?” and “what are the obstacles faced by students on reading assessment through Google Form?”. Based on the research problem and the relevant theory, the hypothesis of this research is there might be obstacle faced by students in their online reading assessment. The design of this research is decriptive qualitative. The subject is the students in SMP 7 Jember consisting of 32 students. The data are collected using questionnaire and interview. Based on the research result, it can be concluded that there are some difficulties faced by students. The most commond problem is internet access because every single subject in school conduct by online and consume a lot of internet quota. From the finding indicates that students feel dificult to doing the task or assessment using Google Form because of network. Moreover sometimes students enjoy the online reading assessment because they do not need any preparation such as book just only devices that connect or have internet access.

Key Word : Students Perspective, *Google Form*, Reading Assessment.

The use of technology media in learning is increasing from time to time. One of the technologies used is smartphone. The technology in the smartphone provides a growing internet connection with the need to communicate and find information. Johnson (2021) stated those internet users in the world have reached nearly 4.66 billion people are active internet users as of October 2020. Mobile internet is an important tool for learning not only in pandemic conditions but also in normal situations. Nowadays many schools have implemented technology into learning such as Google Form to collect assignment from teacher to students. To sum up, internet plays important role in human life in many sectors including education field.

Online learning allows students to perform learning and teaching activities anytime. Online media is one of the evolutions of learning media in delivering information. It is undeniable that online learning is important at this time. It means that the role of technology in educational advances, nowadays online learning is no longer a problem or a limitation, because there are no restrictions, distance, and time. All can be reached with the technology as it is today. It is supported by Anderson (2004) who states that for the learners, the time, place and distance, will no longer become a problem. For the instructor tutoring, uploading the task and discussing

can be done anywhere and anytime. It means the convenience of time and place are the most commercial aspect offered by online assessment.

Online assessment has several terms, including online test, e-assessment, e-examination, online assessment, web-based assessment, and computer based assessment. All of them have the same aspects in using technology and internet in application. The use of online assessment applications that usually teachers and students use are Google Classroom and Google form which is commonly used by every school when online assessment in this pandemic era.

According to An Tuyin (2018, p. 75) Google Forms can be used in several ways to increase classroom environment benefits such as surveying students outside of class to learn about them as individuals, engaging them in class by collecting responses in the moment, and collecting their selfreflections after a lesson. Google forms are widely used by teachers for assigning multiple choice or essay assignments. It allows teachers to create each class with their division, and presents students to distribute the assignment directly, and the teacher can see the student's grade directly from the Google Form and it also offers features that can encourage students to do their assignment directly. On the other side, the use of Google Form requires a good internet connection when it comes to bad

connection it will become the main problem to the students and teachers while doing the online assessment. When students or teachers have a poor internet connection it becomes a learning barrier. Therefore, sometimes it makes students do their assignments from the start. For example of obstacle that face by students if the students reading from the smartphone the light of the smartphone will hurt students' eyes. Then, the difficulty in working on questions via the *Google Form* can also be found as well as in working on reading questions on *Google Form* such as teacher cannot underline the words on reading assignment through *Google Form*.

However, based on the explanation above the researcher want to know the perspective of the reading assessment from students' perspective regarding the use of *Google Form*. Knowing the perspective of students is very important because this also means for teachers or lecturers to evaluate the media used in teaching or assigning reading task to students so that there is no obstacles in learning and teaching process. As stated by Chen (2003) the student's perception is really important for evaluating the teaching effectiveness. Therefore, a researcher will conduct a study entitled *A Study of Students' Perspective on Using Google Form as a Reading Skill Assessment in SMP 7 Jember in 2020/2021 Academic Year*. This important to

conduct this research because in the school mostly using *Google Form* for assessing the students. Especially in reading subject, the teacher only using *Zoom* once in a week and the rest of the meeting using *Google Form*. So it is important to know the students perception whether the students helped or not while using *Google Form*.

There is a previous research done by Badi'atul, Mar'atus, and Guritno (2017) entitled *The University Students' Perception of Online Examination Using Google Form*. This research seeks to find answers of the of university students' English Examination using *Google Form* and the perceptions of university students of using *Google Form*. This research used mixed methods including quantitative and qualitative method. The difference between previous study is here the researcher uses the perspective from junior high school students because in this junior high school, the school already use *Google Form* as a tool in reading assessment. Also, in junior high school students rarely use mobile phones, and that makes it difficult for them to access the learning at the school that is why researcher is interested in their perspective on reading assessment using *Google Form*.

Method

This research used descriptive qualitative research design. According to Ary, et.al. (2010) Qualitative research is research that understands a phenomenon that focuses on the image rather than breaking it down into variables. While descriptive research is data that is collected in the form of words, sentences or pictures that have meaning (Nugrahani, 2014). The reason of using a qualitative descriptive design is to provide an overview of information from the data obtained. It is suitable with the purpose of this research is to find out the students' perspective of reading assessment through Google Form and the obstacles faced by students on reading assessment through Google Form in SMP 7 Jember in 2020/2021 Academic Year.

Data obtained from interviews, and questionnaires given to students of class VII at SMP 7 JEMBER. The data is the students' answers on the interviews, and questionnaires. Then this data would be analyzed more deeply by selecting the students' answer. Researchers used questionnaires and the results of interviews from thirty two of SMPN 7 Jember as the primary data for this study. The respondents of this study were students of class VII SMP. And the informant in this research is an English teacher of class VII SMP because the teacher is the main role that first knows the difficulties of his students. In this research, the researcher chooses the data collecting technique that can be used. According to Sugiyono (2008, p.142) data collecting technique is the main step of research, because the purpose

of the research is to collect the data. The researcher will use two techniques to gather the data. The techniques are questionnaire and interview. People's thoughts, beliefs, and feelings regarding circumstances are gathered through interviews in their own words. They are used to aid in the comprehension of people's experiences and the significance they assign to them. Rather than putting hypotheses to the test. Interviews may provide facts that would otherwise be unavailable.

In this study, researchers used a questionnaire technique by providing a list of closed questions to respondents (students) that are directly related to the research objectives. The questions were taken from previous research using 15 items and 32 people and will be distributed one week after the seminar proposal. This questionnaire are given to get data of student understanding in using Google Form for reading assessment. The question asked about related to the students reading assessment in their school.

As for the interview, there are two types, namely directly or indirectly. In this research, the research chose interviews directly, using zoom or google meet to provide a question. As the objects in this study were 7th grade students of SMPN 7 Jember, they were also interviewed. This interview is done to get Student perspective and the question will about reading assessment obstacles, benefit and proses of reaing assesment in goggle form. The process of interview will be record to help the research see the data more accurately.

The use of multiple sources of data, multiple observers, and multiple methods is referred to as triangulation. In Triangulation of data sources is certain of the truth informant through a variety of methods and sources of data acquisition. In this research, the researcher used triangulation with data sources to verify the collected data that are from written document (result of intrterview and quetioner),

Results and Discussion

Research data collection activities were carried out on July 30th, 2021 to August 10th, 2021. There were 2 stages of data collection, namely interviews and questionnaires. In one class there were 32 students, but only 29 participants took the questionnaire and there were 26 of them who were interviewed. 3 students who did not undergo an interview and 6 who did not take the questionnaire were students who were not willing to participate in the process of data collection of the present research.

The questionnaire was distributed on Friday, July 30th 2021 because students had an English class. It was dilevered using a Google Form with a link shared in the student class Whatsapp group. Students were given 4 days to fill out all the questions until 3rd August 2021.

After filling out and submitting the questionnaires, students were interviewed on Sunday, 9th August 2021 . The selection of the day was carried out with deliberation and consideration so as not to interfere with the teaching and learning process.

Interviews started at around 09:00 AM until 06:00 PM. With an estimated time of about 10 minutes for each student. There were some students who, when it was their turn to interview, did not respond, so they were replaced another day. The student's were in healthy state and without coercion during the interview.

The perceptions of difficulties in reading assessment while using *Google Form* were obtained from the results of the questionnaire. To answer this, the researcher took the results of the answers to questionnaires number 1,2,3,12,13, and 15. Students tend to have the perception that students already know a lot about reading assessment using *Google Form* because at SMPN 7 Jember they have used it to work on questions every day and this has been used since the covid-19 pandemic. *Google Form* are also often used by students to do their reading assignments. Most students who like reading assessment using *Google Form* think that they can operate it easily.

From the results of the questionnaire, students have some perception about reading assessment through *Google Form*. Almost all students know about the media that used during reading assessment namely *Google Forms*. Students still doing an easy assessment level. The students is doing assesement about descriptive text. Also, the average students became enthusiastic in doing the assignment. To find out the obstacles faced by students, questionnaire and interviews were combined. To measure how difficult it is to use the *Google Form* for students. This is also to find out what

aspects caused the difficulty to occur. From the data, it is known that students feel the difference between online assessment and paper based assessment. On the other hand, students faced some obstacles known after the questionnaire was filled. Most of students have a signal problem while doing the task in online assessment through Google Form. Students also do not feel the difference and there is no significant influence on the use of Google Form in their assessment. Moreover, students also have difficulties in doing some task in Google Form. It is about deskriptive text. Most of them also feel that there is limited time while doing the assessment in Google Form.

Then researcher conduct an interview to strenghten the data. From the results of the interviews, students have some obstacle in reading assessment through Google Form. Most students have troubled connection or bad internet access, sometimes their devices' screen is freezing and laging,causing very slow logins. Students also feel that cheating using Google Forms is easier than on a paper test. Students have some perception in reading assessment through *Google Form*. Students feel easy to doing the assessment, because they are do not need some preparation. Moreover, the students still doing an easy assessment level. Students also have some obstacle in doing their reading assessment through *Google Form*. Most students have trouble in their network, sometimes their devices' screen is freezing, very slow logins and sometimes turn off.

From the data of the students perception and the obstacle faced by

students, it is known that students have positive view towards the online assessment, although it is limited to descriptive text assessment. Despite the positive perception, however, obstacles were in their way. For example, most students find problems with their internet connection. This is, indeed, the main requirement to have an online assessment. Meanwhile, due to the lack of interaction during the online assessment, students prefer having paper-based exams to having online exams because they can still ask their teachers whenever they find the instructions or question items confusing. In fact, doing an exam online opens more possibilities to cheating, since their teachers cannot directly proctor the process of the exam.

Students have some perception in their reading assessment through Google Form. First, students feel easy to doing the assessment, because they are do not need some preparation. Second, students is already familiar and done the reading assessment. Moreover, the students still doing an easy assessment level. Third, students have limitation of time to do their assessment.

First, students feel easy to doing this reading assessment. Students feel many diference while the reading assessment conducted offline or online. In online reading assessment students do not need preparation. Beside that while conducted offline students need to prepare such as book, bulpoint and also have come to school. The previous study related were conduct by Sulistyawati (2020) entitled "Students Perception in Online

Assessment on English Subject in MA Negeri 2 Surakarta” stated that the online assessment system strives for students to be able to access at home without having to come to school. The assessment is carried out with an application or web that can be controlled in far places. Students just only prepare their device that have internet access. It is not like paper based assessment, students need to prepare book and other to write the material. If the assessment using Google Form students just need to screenshot and tap the answer. The students can also doing everywhere they want. The other study conducted by Naraynaswamy (2016) entitled “Online Survey Tools : A case study of Google Form resulted that online/web based survey have become really important because it is able to reach out more respondents from different population. The other research by Astuti (2018) entitled “Improving Students’ Online Reading Comprehension Ability Using Task Based Language Teaching at MTS Negeri 1 Yogyakarta” conducted in response to the fact that the students’ reading comprehension ability was much lower than they should achieved. This study also found that the reading assessment or comprehension can improved time by time. This related to this research that the teacher hope that the use of Google Form as their reading assessment can make the students feel easy in doing their assessment.

Second, students are very familiar with the use of Google Forms in their schools. Almost all students who participated in this study answered that they knew about the existence of Google Form as a

medium in online assessment. The assessment is about descriptive text.

In this study, students used Google Form media in their online assessment. Bergstrom & Lopes (2007) stated that online assessment is the way of using the internet for informing, analyzing, and reporting content of the exam and, when properly used, it can greatly increase the efficacy of online assessment. In addition to the demands of an increasingly modern era, there is also the impact of the Indonesian government's recommendation to conduct online-based learning to prevent the spread of COVID-19.

Students are also generally excited when online assessments use Google Forms. This is because students feel that when the assessment is carried out online it will make it easier for students. Students only need to prepare their smartphones and no need to write. This certainly makes it easier for students and teachers. Online assessments do not require large fees, and can be done anywhere as long as students are connected to the internet. This factor makes students excited to do their online assignments. Teachers can also reach students wherever they are because online assessment using Google Forms does not have to interact in real time. Students also have a high curiosity during online assessments. Online assessment can increase the use of the internet as another source of reference. This has a positive impact because students can increase their knowledge and not only focus on the task at hand.

Third, students have limitation of time to do their

assessment. Although students do not interact in real time with the teacher, and have a time to do their task, students still feel that there is a limitation of time. Sometimes teachers give a limitation of time in the Google Form in order to keep the students focused on the task and minimize the possibility of cheating. According to the finding of the study by Sary et al., (2020) when the score done by students is automatically released, the students will be able to cheat on their classmate who already doing the task.

In this study, the obstacles faced by students on reading assessment through Google Form can be divided into several outlines. Network problems, hardware problems, software problems, and material problems. Students complain that logging in in the online assessment Google Form is sometimes very difficult, many students also have difficulty getting a good smartphone network/signal. Some students also said that the device they were using suddenly turn off. In addition, the device they use sometimes experiences a freezing screen. This will affect their comfort when doing the task. According to Agung et al., (2019) some of the students found difficulties in submitting the forms due to the internet connections issue.

Students also prefer written assessment because they can easily do it. Only a few students said that sometimes online assessment is easier because students just press the options that appear on the screen. Students do not have to bother preparing books and other stationery to record their answers. This also makes it easier for teachers because

answers from Google Forms will be recorded immediately. As stated by Agrawal & Maurya (2016 p. 294) the results generated from online survey method (Google Forms) are secure as they are generated in the form of diagrams which cannot be edited. Meanwhile, online assessment that looks easy in preparation will be different when starting a task.

After asking some interview questions, the students revealed some of the difficulties they faced. The biggest obstacles faced by students are network problems and internet quotas. Although Google Forms generally do not need a lot of quota, students sometimes spend a lot of quota for other lessons. This will certainly have an impact on their reading assessment activities using Google Forms. Students also complain that the devices they use sometimes turn off. In addition to the problems discussed above, students complained about the length of time it took just to log in when they wanted to fill out a Google Form. Not to mention, sometimes the material given is difficult and not easy for them to understand. When students do not understand the material and there is no parental assistance, this will also be an obstacle.

Conclusion

From the data gathered in the study can be concluded that students think they enjoy online assessment. They think that it is do not need to make more preparations while conduct online. It could also easily find other reading sources through the device they were using. Students also found a very significant

difference in the online and paper based exams. Including the tools they used during the exam and the way they did the assignments on the exam. The Google Form display they use also makes the assessment more interesting.

However, behind the ease and enthusiasm of students who prefer online assessment, there are several difficulties faced by students. The biggest obstacle is that students are required to be connected to the internet. The students use the quota in other lessons of all lessons were carried out online. This will make online no longer cheap but expensive because it consumes a lot of internet quota. The use of Google Form is also makes teachers unable to monitor student. Students could easily copy other reference sources that are widely spread on the internet.

Reference

- Badi'atul, Maratus & Guritno, A. (2017). *The University Students' Perspection of Online Examination Using Google Form*. Yogyakarta: Universitas Salatiga
- Coiro, J. (2009). Rethinking Online Reading Assessment. *Educational Leadership* Volume 66. University of Rhode Island, Kingston, USA. Page 59-63.
- Donald Ary, Lucy Cheser Jacobs, Chirs Sorensesn, 2010 *Introduction to Research in Education*. Belmont, CA: Wadsworth Publisher
- Miles Mathew & Huberman. (1994). *Qualitative Data Analysis*. London: SAGE Publication.
- Nguyen, Michelle, Eisenreich & Tuyin. (2018). *Using Google Form to Inform Teaching Practices Volume 2. Proceedings of the Interdisciplinary STEM Teaching and Learning Conference Georgia Southern University*. Page 75.
- Ozden, Erturk, & Sanli. (2004). Students' Perception of Online Assessment: A Case Study. *Journal Of Distance Education Revue De L'éducation À Distance*. Volume 19. Spring: Eastern Mediterranean University.
- Sardareh, S & Saad M. (2013). Defining Assessment for Learning: A proposed definition from a sociocultural perspective. *Life Science Journal* Volume 10. University of Malaya. Page 2493.
- Scott, Howel & Hricko. (2006). *Online Assessment and Measurement: Case Studies from Higher Education, K-12 and Corporate*. USA: Information Science Publishing
- Shepardson, D. (2001). *Assessment in Science a Guide to Professional Development and Classroom Practice*. USA: Springer Science Business Media.