

STUDENTS' PERCEPTION OF THE USE OF GOOGLE FORMS IN ENGLISH SUBJECT

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ABSTRACT

Information Communication Technology (ICT) has become the centre of the teaching and learning process in the 21st century. The Covid-19 pandemic made teaching and learning shift to online and partially abandoned the conventional method. Google Forms is one of the applications commonly used by teachers to give students exercises and administer tests. Google Forms is a web-based data collection tool offered for free as part of the Google Suite application suite provided by Google Cloud. Hence, this study investigates the students' perception of using Google Forms in an English subject. This study was conducted through a qualitative descriptive method, and purposive sampling was employed to collect the data. The participants in this research were 15 students in grade 10 from one of the senior high schools in Magelang. This study gathered the data through a questionnaire and an interview. The closed-ended questionnaire data were analyzed by the frequency of students' responses and were stated in percentages. Then, the interview was taped, transcribed, and analyzed. The study concludes that Google Forms helps students do their homework more effectively and efficiently. The students believe that Google Forms is more practical in helping them do exercises than paper as they need to erase and type if they want to change the answer. Although most students claim that Google Forms is effective and efficient as a method of doing exercises, they also feel that there need to be more features that can motivate students to participate in the class. As a result, students' motivation does not improve using Google Forms.

Keywords: Google Forms, Students, Perceptions

INTRODUCTION

Technology is continuously developing, and it is also affecting people's lives, especially in teaching-learning activities. Currently, the methods for teaching and learning are evolving by incorporating technology, including computers, the internet, and digital resources such as YouTube, WhatsApp, and various other online education platforms developed by application developers. Moreover, technology is beneficial for language teaching-learning. Sari et al., (2019) explain that the most important thing is that technology development for teaching-learning can trigger and create an easy way to learn the language. The field of education has widely adopted Information and Communication Technology (ICT). In the 21st century, teachers must enhance their teaching and learning methods to integrate technology in every aspect of their work and are referred to as "digital natives" (Kennedy et al., 2016). With ICT, teaching and learning activities can occur anytime and in place. However, teachers must understand which platform is suitable for their students. A suitable platform facilitates effective learning and encourages students to gather information or materials from various sources.

Due to the COVID-19 pandemic, all teaching and learning activities have shifted to online classes and implemented online platforms to ensure that education can continue. One of the widely used online platforms is the Google Forms application. Google Forms is a free web-based tool for gathering data, part of the Google Suite application suite provided by

Google Cloud (Beightol, 2012). Google Forms enables teachers to create, share, collaborate, personalize, and distribute formative assessments to students. This allows for synchronous feedback that produces measurable performance data crucial for evaluating students' progress online (Castro, 2018). Therefore, while favourable and unfavourable factors can impact students in the teaching and learning process, teachers must be innovative and adaptable to the students' environmental conditions and the students themselves.

Several researchers have conducted studies about implementing Google Forms in the teaching and learning process. Iqbal et al (2018) studied using Google Forms for student worksheets as a learning media to discover the steps of creating student worksheets through Google Forms and their structure. The results showed that the steps in designing the worksheets required the stages of preparation, design, and implementation. The worksheets also created a stimulating, interactive learning environment and were less time-consuming. Another similar study was conducted by Sari et al., (2020). They investigated the positives and the limitations of Google Forms as an EFL (English for Foreign Language) assessment tool. They found that Google Forms gave many benefits to the students, such as efficiency in time and energy, conformity, less cost, detailed results, and helpful features. The teachers also felt these benefits, as Google Forms could reduce their workloads. Drawing from the preceding discussion on the integration of technology and the utilization of online applications for English language instruction, the researchers aim to explain students' perspectives regarding the use of Google Forms.

METHOD

The method of this study was a qualitative descriptive method. According to (Bradshaw et al., 2017), the qualitative descriptive method is particularly relevant where information is required directly from those experiencing the phenomenon under investigation and where time and resources are limited. It provides a detailed description of the experience depicted in easily understood language. The goal of a descriptive qualitative method is a comprehensive summarization of specific events experienced by individuals or groups of individuals (Lambert & Lambert, 2012). The participants involved in this research were 15 grade 10 students from one of the senior high schools in Magelang. The researchers employed purposive sampling. Purposive sampling differs from convenience sampling in that researchers do not simply study whoever is available but instead use their judgment to select a sample that they believe, based on prior information, will provide the data they need (Fraenkel et al., 2011). The researchers chose them as the participants because at least they had already used Google Forms a year during their first year of high school. Moreover, they recently used Google Forms for their final examination; thus, their experiences utilizing it are still fresh.

This research gathered the data through a questionnaire and an in-depth interview. The questionnaire comprises 14 closed-ended questions rated on a five-Likert scale. The questionnaire was used to determine students' perceptions of using Google Forms. Meanwhile, a student named Sarah (pseudonym) was interviewed. In qualitative interview, an interviewer asks open-ended questions without response options and listens to and records the interviewee's comments (Creswell, 2012). The interview comprises seven open-ended questions to elicit an in-depth account of the student's Google Forms experience. The

interview was done through video conference. The students' closed-ended questionnaire data were analyzed by the frequency of students' responses and were stated in percentages. The interview was taped, transcribed, and analyzed. Data from questionnaires and interviews were utilized to describe students' perceptions of Google Forms.

FINDINGS AND DISCUSSIONS

This section presents and examines the findings connected to the research questions on students' perception of Google Forms. The interpretation of the results in the tables elaborated with the information from the interview is used to illustrate the topic. The research's findings were derived from the responses of 15 senior high school students. The students have utilized Google Forms as the medium for examinations and exercises for English subjects.

a. Students' Perception of the Interaction with Google Forms

Students work on exercises and exams using Google Forms, particularly English subjects. This section focuses on displaying and interpreting data related to interactions with Google Forms. The following table is the result of the questionnaire filled out by students;

Table 1: Interaction Category of Students' Perception

No	Statements	Strongly Disagree	Disagree	Doubtful	Agree	Strongly Agree
1.	Exercises using Google Forms are interesting and fun.	0	0	6,7% 1	60% 9	33,3% 5
2.	The use of media in Google Forms makes the questions more interactive.	0	6,7% 1	20% 3	53,3% 8	20% 3
3.	Google Forms is easy to access.	0	0	13,3% 2	40% 6	46,7% 7
4.	Google Forms is easy to understand.	0	6,7% 1	0	46,7% 7	46,7% 7
5.	I have used Google Forms before.	0	0	0	20% 3	80% 12

The first statement is, "Exercises using Google Forms are interesting and fun." Based on the findings, nine students chose "agree" and five "strongly agree" that exercises through Google Forms are fun and exciting. Furthermore, only one student doubted that he/she was interested and had fun doing exercises by Google Forms. Thus, working on exercises and exams through Google Forms is exciting and fun since most students respond positively. In addition, Sarah (pseudonym) explained,

“I think doing exercises on Google Forms is fun because they are more effective and efficient. For example, if the connection drops, the answer is not lost.”

The interview transcript above shows that the student found Google Forms effective and efficient concerning the internet connection.

The following statement is, “The use of media in Google Forms makes the practice questions more interactive.” 11 students agreed with the statement, while three students

doubted that. However, only one student disagreed with it. Therefore, the media in Google Forms helps improve the design of the exercises to attract the students to finish the exercises. If the students are interested, they will stay energized during the exam and will perform better. This finding supports McLaughlin & Yan (2017) finding that Google Forms has the potential to encourage student engagement, bolster student enthusiasm to learn, and lead to improved academic achievement. As a result, they will get a better score.

The following statement is, "Google Forms is easy to access." Six students agreed, and seven strongly agreed, meaning most students acknowledge the ease of accessing Google Forms. Meanwhile, two students wondered if the ease of accessing Google Forms.

Moreover, 14 students felt that Google Forms is easy to understand. It means they found no significant difficulties when doing the exercises on the google form. As shown in Table 1 above, three students agreed, and 12 strongly agreed that they had used Google Forms frequently. It means they are used to using google forms. Because of that, they did not encounter any problems when working on exams and exercises in the google form, as explained by the Sarah (pseudonym) below.

“I think Google Forms are easy to understand because I need to click on them. Moreover, it is familiar because I often use it, especially during full online school. Almost all subjects use Google Forms for the exercises.”

From the explanation above, the student enjoyed working on Google Forms because it was easy to operate. The student was used to using Google Forms as most of the subjects were carried out making use of it.

b. Personalization

The second student perception category is personalization. Personalization is related to the student's perceptions of the effects of Google Forms on their learning performance. The following table is the presentation of the data;

Table 2: Personalization Category of Students' Perception

No	Statements	Strongly Disagree	Disagree	Doubtful	Agree	Strongly Agree
6.	Google Forms increase my motivation in learning English.	13,3% 2	6,7% 1	46,7% 7	26,7% 4	6,7% 1
7.	Google Forms help me in understanding the learning material.	0	6,7% 1	40% 6	46,7% 7	6,7% 1
8.	Exercises in Google Forms help me in remembering the learning material.	0	20% 3	33,3% 5	26,7% 4	20% 3
9.	Exercises in Google Forms trigger me in exploring learning material.	0	13,3% 2	40% 6	33,3% 5	13,3% 2

The sixth statement is, "Google Forms increase my motivation in learning English." The table shows five students agreed that working on Google Forms can increase their

motivation to learn English. However, seven students doubted the statement. According to Marton et al., (2019) doubt is a lack of subjective certainty about and confidence in one's perceptions and internal states. Most students have yet to be able to decide whether practice questions through Google Forms can foster motivation to learn English or not. Moreover, three students disagree with the statement.

The following statement is, "Google Forms help me in understanding the learning material." Eight students responded positively that Google Forms helped them understand the learning material. Only one student disagreed, and six students doubted. It means that as a teaching and learning media, Google Forms is effectively helpful for teaching and learning. Furthermore, Sarah (pseudonym) said,

“It is better to work on exercises through Google Forms. For example, there is a video. It can be played repeatedly, so it is very helpful to understand the question and then know the answer.”

The student stated that the features of Google Forms eased the difficulty of doing an exercise since the video in the exercise could be repeated as she pleased.

The following statement is, “Exercises in Google Forms help me in remembering the learning material.” Three students disagreed, while five students doubted the statement. However, four students agreed, and three strongly agreed that google Forms help them remember the material.

The next statement is, “Exercises in Google Forms trigger me in exploring learning material.” Five students agreed with the statement, and two students strongly agreed. Meanwhile, six students doubted it, and two students disagreed with that.

c. The Contents of the Google Forms Exercises

The third category is the contents of the Google Form. The writers designed the Google Form exercises to be used by the students. Therefore, this part focuses on examining students' perceptions of the contents of the Google Form used. The following is the table of the data gathered from the students;

Table 3: Content Category of Students' Perception

No	Statements	Strongly Disagree	Disagree	Doubtful	Agree	Strongly Agree
10.	The instructions given in the Google Form exercises are understandable.	0	0	13,3% 2	53,3% 8	33,3% 5
11.	The questions in the Google Form are understandable.	0	0	20% 3	53,3% 8	26,7% 4
12.	I can answer the questions on Google Forms easily.	0	0	33,3% 5	33,3% 5	33,3% 5
13.	I enjoyed the learning process using Google Forms.	0	6,7% 1	20% 3	40% 6	33,3% 5
14.	I want to use Google Forms	0	6,7%	6,7%	46,7%	40%

again during the English exam.		1	1	7	6

Eight students agree, and five students strongly agree that the instruction in the google form is easy to understand. Only two students doubt it. Students readily understand the instructions given in the Google Forms, and they do not experience confusion while using the google form. It is supported by Nguyen et al., (2018) that Google Forms is user-friendly and easy to administer.

The eleventh statement is, "The questions in the Google Forms are understandable." Three students doubted it, eight agreed, and four strongly agreed with the statement. It means that Google Forms is an effective medium for students to practice some exercises.

The following statement is, "I can answer the questions on Google Forms easily." The majority of the students responded positively that they could answer the question in Google Forms easily. However, there were five students still in a grey area.

The following statement is, "I enjoyed the learning process using Google Forms." One student disagrees, which means he/she did not enjoy using google Forms during the learning process. Meanwhile, three students doubted the statement. Furthermore, six students agreed, and five agreed they enjoyed the learning process using google forms.

The last statement is, "I want to use Google Forms again during the English exam." 13 students responded positively. It means they want to use Google Forms again during the English exam. Meanwhile, only one student did not want to use Google Forms again for the exam and was still in a grey area. Sarah (pseudonym) explained,

“I prefer Google Forms rather than paper because the answer is preserved if there is a connection problem. Then, I need to type in Google Forms, so it is more efficient than paper as I find it tiring to write on it. Still, in Google Forms, it is easier for me to change the answer, while on paper, I need to erase the answer first and then write it again on it. As a result, my writing could look better.”

The paperless method, like doing exercises via Google Forms, was considered an efficient and effective exercise as it offers more practicality than paper.

CONCLUSION

This study investigates the students’ perception of using Google Forms in an English subject. Google Forms gives many benefits perceived from students' points of view. The students feel that doing exercises using Google Forms is interesting and fun. They find it effective and efficient to do exercises using Google Forms as it is more practical than paper. It also helps students understand the material more easily. However, Google Forms is not proven to increase students' motivation. Most students wonder if Google Forms can foster their motivation in the teaching and learning process. Thus, although most students claim that Google Forms is effective and efficient as a method of doing exercises, they also feel that there is a lack of features that can motivate students to participate in the class.

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