

Teachers' Perception in Google Forms-Based English Assessment in An Indonesian Vocational High School

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Abstract

The use of ICT for learning evaluation is important. Today, Google Forms is a paperless-based system that is widely used for learning evaluation. The significant implication of using Google Forms as an assessment tool is that it can lighten the workload for teachers. This study is qualitative research with a case study approach. This research aims at finding out the teachers' perception of Google forms-based application in the EFL classroom. This research was conducted at SMK Muhammadiyah 3 Makassar. The subject of the research is three English teachers who use Google Forms-based applications in the EFL classroom. The instruments used were observation, interviews, and documents. This research found that The teachers' perception of Google forms-based application in assessing English is classified into two categories namely highly and moderately perceived on Google forms-based application in assessing English. Besides that, the positive features of the Google forms as an EFL assessment tool is considered more efficient, practical, simple, and save more time, money, and energy.

Keywords: *Teachers' perception, Google forms-based instruction, Reading comprehension.*

INTRODUCTION

The simple and profound fact that students do not learn what is being taught means that assessment may be a key process in effective planning. If students learn what is being taught, there is no need for assessment. But of course, anyone who has spent more than a few hours in a classroom knows that this almost never happens. No matter how carefully we apply and enforce the rules, what our students' measure cannot be predicted with certainty? Only through measurement can we see whether learning activities involving students produce the desired learning. Assessment is really a bridge between the teaching and learning process (Wiliam, 2013).

Evaluation is one important part in the educational process that supports to find the success of an education program. In English assessment, this test is used as an evaluation tool to measure the success of English teaching and learning. The sudden arrival of

Covid19 causes the world of education to follow a path that can help school conditions in an emergency where schools need to force themselves to use online. The school's efforts to follow the rules of the Ministry of Education and Culture are among the many educational institutions in Indonesia that carry out distance learning, one of the schools which is the Muhammadiyah 3 Makassar Vocational High School to support the implementation of the learning and teaching process at this time. The use of distance learning (online) in this school during the Covid-19 pandemic, which requires all teachers to use technology-based learning. So by applying the use of Google Forms in the evaluation of learning is the aim not to bring students to school for gathering, which is worrying that it was result in an increase in the number of victims of the COVID-19 pandemic. The purpose of implementing distance learning is to break the chain of Covid-19. This is certainly interesting to research further on Google Forms-based Instruction in teaching English in the EFL Classroom which is used as a learning evaluation media.

Based on preliminary observations made by previous authorss, today's teachers mostly use Google forms-based learning in English learning which is done from home. Therefore, the authors propose a study related to Google forms-based learning as a title to determine teacher perceptions of using applications in English learning, to determine the impact of Google forms-based learning on students' English performance, and to find out how the learning is. Google Forms instructions are applied in teaching English in EFL classrooms. This research was conducted at Muhammadiyah Vocational High School 3 Makassar.

METHOD

This research employs a case study. A case study is a qualitative approach to study a phenomenon, focusing on a unit of study or bounded system. A case study related to the real-world setting (Yin, 2018). A case study that was be used in this research is a single-case study design. A single-case study design is a study containing a single case with a single unit of analysis. This research was conducted in the Second Semester of Academic Year 2020/2021 at Vocational High School of Muhammadiyah 3 Makassar which located in Jl. Muhammadiyah No.51B, Kel. Melayu Kec. Wajo Makassar.

The participants in this study were the English teachers at the Vocational High School of Muhammadiyah 3 Makassar in the second semester. It consists of 3 classes and 3 teachers. The authors chose them as the participants because they have used Google Forms based instructions in the teaching and learning process. Therefore, the authors was use the purposive sampling technique. The participants of this research were three classrooms which consist of three teachers that want to know teachers perceive Google Forms based instruction in teaching English, the implementation of Google Forms, and the impacts of Google Forms based instruction on students' achievement. There are three data collection techniques. Namely observation, interviews, and documentation.

To obtain the data needed in this study, the authors was take several steps. In this research, there was be five observations and interviews with the teachers. At the first meeting, authors was interview English teachers at the Vocational school of Muhammadiyah 3 Makassar who have been using Google Forms for a long time and to find out their perceptions about the Google Forms they use. Furthermore, the authors was make an appointment for the next meeting to ask for permission to be able to observe teacher activity in its implementation in using Google Forms-based learning in their online

classes. And the last was semi-structured interviews with teachers related to the implementation and impact of students' achievement using Google Forms based instructions in their teaching.

The authors used triangulation technique. Cohen (2000) stated that triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. Thus, triangulation technique means the authors used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Thus, the starting point for obtaining data is observation. Observation is relying on narrative or words to describe setting, behavior, and interactions. The purpose of observation is to understand the complex interactions in the natural setting. After the observation, the authors conducted an interview.

FINDINGS AND DISCUSSION

Teachers' highly and moderately perceptions of Google Forms-Based instruction in assessing English in EFL Classroom.

Based on the result of the interview with three teachers regarding the use of Google forms-based application at SMK Muhammadiyah 3 Makassar, it is found that the teachers have a positive perception on the use of Google forms for assessment tool in the EFL classroom. It is revealed that Google form is perceived positively by the teachers. all Teachers who use Google form have a positive opinion toward the use of Google forms because it is considered more practical, efficient, and can be operated easily by them.

From the first interview of the teachers is to know perception of the teachers on Google Forms-based application in assessing English about the indicators of experience, motivation and emotion. Those indicators are aimed to answer the question of teachers' perception on Google Forms-based application in assessing English .

The use of Google Forms, especially for organizing assessment that found in this research, gives many benefits to the teachers in terms of efficiency in time and energy, suitability to the students' characteristics in pandemic era, less cost, more detail result, and it equipped with so many helpful features. In other words, the major effect is that the use of Google Forms as an assessment tool can alleviate the teachers' workload.

The authors asserts that Teachers 1 and 3 are highly perceived on Google Forms-based application in assessing English based on three indicators. They are experience, motivation, and emotion in using Google Forms based application. Meanwhile, teacher 2 is categorized as being perceived as Google forms-based application in assessing English based on these three indicators. These results can be seen from the teacher's responses in the following as follows:

1. Experience

In this section, the authors gives several questions to teachers 1 and 3 to find out their experience using Google forms-based application in assessing English. They admit that they often use Google forms-based application in assessing English . It can be seen from the extract at **table 1** Practical, efficient, and can be used easily are the teachers' reason for using Google forms in the EFL classroom.

From the teachers' response at **table 1**, it can be concluded that the use of Google forms in the EFL classroom at SMK Muhammadiyah 3 Makassar are supported by the teachers. They have a positive view on the use of Google forms for assessment tool

because this app is easier to be used and more practical than other applications. It made the teachers easier to check or evaluate the students' work. In addition, this app is more reliable than other apps because it can be used even in the weak network. It means that it does not need strong internet connection for using it.

Beside the reason above, the awareness that Google forms are more efficient and cheaper than other service/software becomes one of the teachers' considerations in using it for their assessment tool. According to the teachers, Google form is more practical, unexpensive, and simple. The fact that this system is paperless also encouraged teachers to manage the class using technology as it did not require much paper and printed worksheets.

This was in line with the reason for using advancement of technology on order to be able to save the consumption of natural resources such as paper and ink. Finally, teachers and students are facilitated by their own personal gadget as the main learning tool to substitute the workbook for learning. This can be more valuable and meaningful for both teachers and students.

Teachers also stated that by using Google form as a tool for online assessment, will minimize the use of time regarding the teachers need to write more in a paper-based test. Teachers prefer an online test than paper-based test as they do not need to use paper, pen or the correction pen anymore. Using those kinds of stuff are really wasting time instead of just clicking. However, by using Google Forms, the exercise can be established efficiently and effectively. Moreover, it becomes an attractive activity to the students because the variation of the students' worksheet may be created in Google Forms itself. The advantages of the Google Forms for making worksheet can create the environment for students to exercise and can save so much time in the scoring process.

Google forms bring many benefits for the teachers. The data showed that the teachers got benefits in saving time by using Google Forms. The teachers stated that the process of automatic scoring provided the students with the immediate scoring. Because the score was automatically set, the students can know the results after the submission immediately. It means that there is a benefit gotten in terms time efficiency.

In addition, Google forms were also considered to be suitable for the students due to the conformity to the students' characteristics in pandemic era who were all technology used to ease them to access the learning. Moreover, the facilities on school or home also supported the application of Google Forms in EFL classrooms such as Smartphone possession, Wi-Fi connections, and internet data.

Beside that, less cost became the other positive side that the Google forms assessment brought to the teachers. Due to the paperless assessment system, they did not need to print out the test that would cost some money. When it came to the writing and reading test, they did not need to print out the test or write it in a piece of paper. Furthermore, the students also gained the benefit of Google forms assessment since it provided the detail results. The students could get the information about the points of each question in Google form app.

From the teacher's response on **table 1**, the use of Google forms in the EFL classroom at SMK Muhammadiyah 3 Makassar is supported by the teacher. They have a positive view of the use of Google Forms as an Assessment Tool because this application is easier to use and more practical than other applications. This makes it easier for teachers 1 and 3 to check or evaluate student work. In addition, this application is more reliable than other

applications because it can be used even on weak networks, it is fast and cheap. This means that it does not require a strong internet connection to use it. The statements from teachers 1 and 3 stated that the use of Google Forms was very practical, efficient, fast, cheap, and easy to use as a daily assessment tool. However, teacher 2 stated that this application is quite practical, efficient, and easy to use, but has difficulty in making questions by inserting images in the Google Forms application.

The authors also found that the teacher have used this Google Forms-based application in a long time. It is shown from the **table 2** below, it can be concluded that teachers 1 and 3 have been using Google Forms-based application in assessing English since 4 years ago because Google Forms makes it easier for teachers to carry out the teaching and learning process. In addition, they also said that using Google Forms makes it easier for students to use this application at the end of the learning process. While teacher 2 has used Google forms-based applications in teaching English at the beginning of the 2018 school year, so this teacher has been using this application for 3 years and has had problems using this application.

And besides that at the **table 3**, it is also reinforced by a statement from teacher 2 which states that they do not use this application in every learning process, because of the difficulty in inserting pictures so that it takes quite a long time in making questions.

So the authors concludes that teacher 2 is in the moderately category of perceptions of Google Forms-based application in assessing English . due to lack of experience and not using Google Forms-based application in assessing English on a daily basis. So that they have difficulty inputting images on questions in the Google Form application.

Beside that the authors also found that the teacher have some challenge in using this Google Form-based application in assessing English . It is shown from the **table 4**, that teachers 1 and 3 have used this Google Form-based application in assessing English with challenges that they can overcome on their own. In addition, the teacher also said that using Google Forms makes students almost have no challenges related to the use of the application, because this application is quite easy to use.

On the other hand, from the results of interviews related to perceptions, teacher 2 stated that in the daily learning process in giving assignments or quizzes, teacher 2 gave assignments at the end of learning through WhatsApp and Google classroom. Teacher 2 sometimes gives quizzes or assignments via Google forms. It can be seen from the quote from **table 5**.

Beside the reason above, the awareness that Google forms are more efficient and cheaper than other service/software becomes one of the teachers' considerations in using it for their assessment tool. According to the teachers, Google form is more practical, unexpensive, and simple. The fact that this system is paperless also encouraged teachers to manage the class using technology as it did not require much paper and printed worksheets.

2. Motivation

In motivating can affect a person's perception because motivation to something can encourage someone to give a good or bad perception of something. In this interview, the authors also gave several questions to teachers 1 and 3 to find out their motivation to use Google Forms-based instruction in teaching English. Based on data obtained from teacher interviews, authorss found that teachers 1 and 3 were motivated in using the Google Forms application because apart from motivating or encouraging students to work on questions,

this application also improved student answers. In addition, they are very enthusiastic in completing quizzes if the teacher uses this application rather than just asking them to answer it in their notebooks so that it makes some students a little reluctant to write in doing their assignments. This can be seen from the following quote from **table 6**.

From the teachers' statements in **table 7** indicate that teacher 1 and 3 are highly motivated in using Google form-based application in assessing English because this application makes easier their job in teaching. Not only that, but if can they use it in everyday in the class, they will use this application both in daily use and in large-scale tests. In the sense that every time they learn English, they use this application in giving assignments and use it in every semester exam. The two teachers used this application not only during semester exams, but because it was simple and practical and it was easier to use, so the two teachers used Google form-based application in assessing English.

By the statement of the teacher 2, it can be seen that she is in moderate category of motivation of Google Forms-based application in assessing English. She is motivated by using google Forms-based application but sometimes she got the difficulty about this application in the process of teaching. It can be seen by the following **table 8**.

From the statements of the two teachers, teachers 1 and 3 expressed their considerable interest and enthusiasm in the use of Google forms-based application in assessing English in EFL classrooms. So, the authors categories them in highly category in the use of Google forms-based application in assessing English in EFL classrooms. Beside that they were interest and enthusiasm by using this application, they also like it because the students already known about this application so, they do not have to explain more about this application. Not only because this application English based, the future of this application was good because the respons is immediately sown so, the students can know directly their score without waiting too long their result.

Meanwhile from **table 9**, teacher 2 expressed his interest in this application, but due to several obstacles and difficulties that teacher 2 faced, teacher 2 limited the use of Google forms-based applications in her daily life in teaching English. So that the authors conclude that teacher 2 was in a moderate position.

3. Emotion

Emotion is one of the personal characteristic that influence someone perception. Emotion such as happiness, fear and anger may influence someone toward an object. According to the interview result with teacher 1 and 3, the authors found that they were very happy after using Google forms-based application in their assessing. It was shown from the **table 10**.

The teacher 1 and 3 said in the extract above that they were happy by using this application because this application gave big influence to them. So, the authors categorise them in highly category in the use of Google forms-based application in assessing English in EFL classrooms. Beside this application gave big influence to them, this application also gave them eaiser in checking their students' score because they do not have to spend much time to check their students' assignment because this application will show immediately the score of the students' assignment that they have done also the students' result will directly recorded in the teachers' google form in Excel or spreadshare in google form. That is why the teacher 1 and 3 felt happy to use this application.

By the extract of the **table 11**, it could be seen that teacher 2 was happy to use google form because when he gave the students quiz, it does not need much time to explain when

he gave the quiz. But at the end in his interview, he said that even this application gave a good influence in teaching but we do not know the students' understanding, did they understood about the material that had given or they only do the assignment without knowing the material. So, he conclude that by giving directly material in front of students was more effective in teaching because as a teacher he can measure the students' understanding. That is why he stated that face to face teaching is more effective.

By the statemet above, it could be concluded that teachers 1 and 3 have been using Google Forms-based application in assessing English in the class. They used google form after they gave the material to the student or after they gave the explanation to the students and they used this application to give the students assignment or in daily exam to measure the students understanding of the material. So, the authors concluded that the teacher 1 and 3 are categorized highly frequent of using Google Forms-based application in assessing English in the class.

Meanwhile the teacher 2 only used google form-based application in the mid test or in the big scale test in the class. It means that the teacher 2 is rarely to use this application. so, that is why the authors concluded that the teacher 2 was moderate in using google form-based application in the teaching process. From the findings, the authors found some quote that had been interviewed. These are some extracts from three teachers become some tables. It is shown from the tables below:

Table 2 Practical, efficient, and can be used easily are the teachers' reason for using Google forms in the EFL classroom

Extract
<p><i>"Saya rasa agak mudah dan praktis menggunakan Google form. Agak praktis dalam penggunaan aplikasi ini karena penilaiannya itu langsung ada, langsung ada jadi tidak perlu lagi diperiksa satu- satu. Jadi itu sangat membantu saya"</i></p> <p>(I think it's rather easy and practical to use Google forms. It is rather practical in using this application because the assessment can be done immediately; it appears automatically so there is no need to check one by one anymore. So it really helped me so much) (Question 4, Session 2)</p> <p>Teacher 1</p>
<p><i>"Menggunakan Google formulir membuat pekerjaan saya setelah menerima hasil ulangan anak-anak itu tidak lagi ribet. Untuk memeriksa ini benarnya berapa karena langsung di situ bisa dilihat ini salahnya berapa, ini benarnya berapa. Jadi sangat simpel, penggunaannya juga mudah dan kita sebagai guru gampang untuk mengevaluasi hasil kerja atau hasil belajar anak-anak"</i></p> <p>(Using Google forms made my job after receiving the students' test results no longer complicated. To check how much is true answer, because directly there you can see how many mistakes are there. So it is very simple, easy to use and we, as teachers, are easy to evaluate children's work or learning outcomes)</p> <p>(Question 4, Session 2)</p> <p>Teacher 2</p>

"Aplikasi ini bagi saya pribadi memudahkan, kemudian juga siswa bisa menjangkau artinya aplikasi ini sudah familiar bagi mereka. Artinya memudahkan saya dan juga bagi siswa. Selain itu, Google formulir itu memudahkan dibanding dengan aplikasi lain seperti Zoom, selain itu juga mahal harus jaringannya jauh lebih bagus. Harus lebih kuat jaringannya. Kalau Google formulir itu kayak mau masyarakat begitu, tidak butuh jaringan yang kuat"

(Personally, for me, this application makes me easier, then students can also reach it, or in other words, this application is familiar to them. This means that it makes easier for both me and the students. In addition, Google Forms is easier than other applications such as Zoom, but it is also expensive because it needs much better network. The network must be stronger. If Google forms, like what the public wants, do not need a strong network) (Question 4, Session 2)

Teacher 3

Source: teachers' interview

Table 2 Using Google Forms-based application in a long time in the EFL classroom.

Extract
"Eh... sejak sebelum covid sampai sekarang itu sekolah kami menggunakan Google formulir. Sekitar tahun pelajaran 2017-2018"
(Since before Covid until now, our school use Google Forms. It is about around the 2017-2018 school year) (Question 4, Session 1)
Teacher 1
"Kalau di sekolah Google formulir itu digunakan sejak 2017. itu sudah kita gunakan Google formulir"
(In the school, Google forms have been used since 2017. We have used Google forms) (Question 4, Session 1)
Teacher 3

Source: teachers' interview

Table 3 Teacher two in using Google Forms-based application in a long time in the EFL classroom

Extract
"Sudah menjelang 3 tahun lah, mulai Pada awal tahun pelajaran 2018."
(It has been almost 3 years, starting at the beginning of the 2018 school year.)
(Question 4, Session 1)
Teacher 2
"ok ... kalau tugas harian itu berupa kuis saja saya berikan di WhatsApp atau via Google classroom."
(ok ... in the daily task I would like to give a quiz or I will give it on WhatsApp or via Google classroom.) (Question 2, Session 2)
Teacher 2

Source: teachers' interview

Table 4 Challenge in using Google Forms-based application in assessing English

Extract
"Tantangannya disini dalam menggunakan aplikasi Google formulir ini yaitu pada saat pembuatan soal. ya... ya tantangannya di sini tuh harus memberikan apresiasi kepada siswa setiap jawabannya yang betul terhadap apa namanya ya... feedback."
(The challenge here in using this Google form application is when making questions. Yes... yes, the challenge here is to give appreciation to students for each correct answer to what it's called feedback) (Question 10, Session 2)
Teacher 1
"Tantangannya itu selain kita bisa menggunakan bahasa Inggris lebih banyak tantangannya yang lain itu adalah meningkatkan kemampuan kita khususnya dengan menggunakan IT. ya... pada bidang IT di tentunya."
(The challenge is that we can use English more. The other challenge is to improve our ability especially by using Information Technology. It's in the IT field of course.) (Question 10, Session 2)
Teacher 3

Source: teachers' interview

Table 5 Gave assignments at the end of learning through WhatsApp and Google classroom

Extract
<p>"ok ... kalau tugas harian itu berupa kuis saya berikan di WhatsApp atau via Google classroom. tapi kadang-kadang pakai Google formulir juga. kalau di sekolah diwajibkan pakai Google formulir kalau ujian berskala besar."</p> <p>(ok ... in the daily task I would like to give a quiz or I will give it on WhatsApp or via Google classroom. But sometimes use Google forms too. At school, we are required to use Google forms for large-scale exams.) (Question 10, Session 2)</p> <p>Teacher 2</p>

Source: teachers' interview

Table 6 Teacher's feeling in using Google Forms-based application in assessing English

Extract
<p>"Iya betul... rasanya setelah menggunakan Google formulir ini, kita merasa termotivasi karena itu tadi, betul-betul memudahkan pekerjaan... kalau misalnya ditanya seberapa besar motivasi anda, ya ... kalau misalnya mau hitung-hitungan dari 100% ya, 90% lah kayaknya kita harus pakai ini memang aplikasi. Hehehe..."</p> <p>(Yes, that's right... After using Google this form, we feel motivated because of that, it really makes the job easier... For example, if we are asked how much motivation that we have, yes... if we want to calculate from 100%, yes... it's about 90%, I think we should use this application. Hehehe...) (Question 12, Session 2)</p> <p>Teacher 1</p>
<p>"Of Course... Kalau saya itu, Andaikan memungkinkan buat siswa setiap hari, setiap pertemuan saya akan menggunakan aplikasi Google formulir."</p> <p>(Of Course... If it was me, if it was possible for students every day, every meeting I would use the Google forms application.) (Question 12, Session 2)</p> <p>Teacher 3</p>

Table 7 Teacher two's feeling in using Google Forms-based application in assessing English

Extract
<p>"Kalau Ditanya Apakah saya termotivasi, Tentu saja termotivasi namun tentu saja ad kendala yang saya dapat dalam mengajar memakai aplikasi ini. Kalau Dipersenkan mungkin ya sekitar 70%..."</p> <p>(If you ask do I motivated, sure I am motivated to use this application but there is sometimes I got difficult in teaching if I use this application. If in percentage ya maybe around 70%) (Question 13 session 2)</p> <p>Teacher 2</p>

Source: teachers' interview

Table 8 How interest or enthusiastic the teachers in using Google Forms-based application in assessing English

Extract
<p>"sangat antusias sekali apabila akan mengajar dengan menggunakan aplikasi ini karena itu tadi sa rasa anak-anak juga sudah paham ... Sudah paham penggunaannya karena sudah lama dipakai dan jadi ada ada kecocokan lah kita mengajar dengan siswa karena sama-sama sudah paham bahwa oh begini caranya menggunakan aplikasi tersebut"</p> <p>(I am very enthusiastic when I am going to teach using this application, because I think that the children also understand ... Already understand the use of this application, because it has been used for a long time and there is compatibility in teaching English with the students because both of us understand the way on how the use of the application.) (Question 14, session 2)</p> <p>Teacher 1</p>
<p>"Sangat tertarik karena selain berbasis bahasa Inggris dan juga responnya langsung, ada dan itu yang saya sangat suka. Dan itu yang membuat saya suka pada aplikasi ini. Jadi kalau benar ada responnya dan kalau salah tetap ada. Jadi Na tau K1 siswa salah dan benarnya pada setiap soal."</p> <p>(Very interested because in addition to English-based, and also the response is immediately shown and that's what I really like. And that's what makes me like this application. So if it's true there is a response and if it's wrong it will still exist. So the students know wrong and right from each question.) (Question 15, Session 2)</p> <p>Teacher 3</p>

Source: teachers' interview

Table 9 Interest or enthusiastic and the difficult that faced by teacher in using Google Forms

Extract
<p>“sangat antusias sekali apabila akan mengajar dengan menggunakan aplikasi ini karena itu tadi sa rasa anak-anak juga sudah paham ... Sudah paham penggunaannya karena sudah lama dipakai dan jadi ada ada kecocokan lah kita mengajar dengan siswa karena sama-sama sudah paham bahwa oh begini caranya menggunakan aplikasi tersebut.” (I am very enthusiastic when I am going to teach using this application, because I think that the children also understand ... Already understand the use of this application, because it has been used for a long time and there is compatibility in teaching English with the students because both of us understand the way on how the use of the application.) (Question 14, session 2)</p> <p>Teacher 1</p> <p>“Sangat tertarik karena selain berbasis bahasa Inggris dan juga responnya langsung ada dan itu yang saya sangat suka. Dan itu yang membuat saya suka pada aplikasi ini. Jadi kalau benar ada responnya dan kalau salah tetap ada. Jadi Na tau Ki siswa salah dan benarnya pada setiap soal.” (Very interested because in addition to English-based, and also the response is immediately shown and that's what I really like. And that's what makes me like this application. So if it's true there is a response and if it's wrong it will still exist. So the students know wrong and right from each question.) (Question 15, Session 2)</p> <p>Teacher 3</p>

Source: teachers' interview

Table 10 Google forms-based applications affect the teaching of the teachers

Extract
<p>“Ya betul, itu tadi di awal-awal sa sudah bilang bahwa dengan adanya Google formulir ini eh... pasti akan memberikan eh... pengaruh yang sangat besar sekali karena kita tahu dulu apa manfaatnya ya ... itu tadi bisa jadi praktis dan lebih mudah hehehe.” (Yes it correct. Like what I said before, because of this fgoogle form eh..... sure will be give eh... big influence because I the past time we know the benefit ya.. it can be efficient and more easier hehehehe....) (Question 17, Session 2)</p> <p>Teacher 1</p> <p>“Sangat mempengaruhi maksudnya disini pengaruhnya sangat positif. Banyak hal dampak positifnya yaitu seperti yang tadi sudah dikatakan sangat memudahkan dalam mengajar, yang mau siswa atau saya salah kosakata dan apa aplikasi ini sangat memudahkan karena kita ketahui berapa benarnya kita. itu yang sangat berpengaruh bagi saya dan terekam di Google formulir pada file Excel atau spreadsheet dalam Google formulir.” (It's really give influence. It's really give positive influence. there are many positifity like what I saud before, it makes easier in teaching and this application we can directly know how many correct answer that the students have done. It is recorded in google form in Excel file or spreadsheer in google form). (Question 18, Session 2)</p> <p>Teacher 3</p>

Source: teachers' interview

Table 11 Google forms-based applications affect the teaching of teacher two

Extract
<p>“Google formulir... pengaruh lebih apa... Lebih singkat waktunya dibanding dengan menggunakan tes biasa kalau kita memberikan kan kuis Pada anak-anak, pada Tatap muka. Mungkin 1 orang kita tanya menggunakan waktu lama itu... dengan menggunakan Google formulir kan bisa langsung Satu kali kirim ke anak-anak, bisa langsung kita tes semuanya tapi yah itu. Tapi kan ya itu anak-anak hanya sekedar kerja soal saja tapi mereka kuang paham sebenarnya dengan pelajaran tersebut ya mungkin karena lebih bagus kalau belajar langsung supaya anak-anak juga bisa lebih mengerti.” (Google form.... More influence... it gave a short time than by using common test if we give quiz to the students in face to face. Maybe one student that we ask will spend much time for that. Bu using google form, it just need to click once to send it and the students can directly do the test. But in fact the students only do the assignment without knowing well the material that has given so, that is why better if teaching face to face because they will be more understand) (Question 19, Session 2)</p> <p>Teacher 2</p>

Source: teachers' interview

Table 12 Frequently used Google form in the classroom

Extract
<p>"Ehm... tidak... tidak juga dalam setiap pembelajaran ya... misalnya pekan ini diberikan materi ... ee.. mungkin di pertemuan berikutnya lagi menggunakan aplikasi ini. Utamanya dalam penugasan anak-anak"</p> <p>(ehm... no in every meeting in the class... like this week I give the material by explain it... eee maybe in the next meeting I use this application. Especially for the student's assignment). (Question 20, session 2)</p> <p>Teacher 1</p>
<p>"OK Google formulir itu saya gunakan Biasanya itu ketika membuat soal PTS dan soal semester yang berskala besar"</p> <p>(Ok the google form usually I use it in making qusetions in the mid test and in the big scale test). (Question 20, session 2)</p> <p>Teacher 2</p>
<p>"Saya kan masuk di satu kelas itu per minggu 1 kali per pekan. Ee... 3 jam. jadi kemudian biasa di akhir pertemuan 1 kd itu saya pakai Google formulir untuk mengevaluasi siswa. berupa ulangan harian. anne-marie siswa yang tidak memiliki kuota atau HP saya menggunakan sistem luring atau pembelajaran tatap muka langsung. Yang intinya hampir semua siswa menggunakan Google formulir pada ulangan harian siswa."</p> <p>(I enter in the class once in a week. ee... 3 hours, usually in the last meeting I use google form to evaluate the students for instance in daily exam. Anne-marie is the student who does not have data or phone I use offline system or face to face in the class. The point is almost students use Googl form in their exam). (Question 20 session 2)</p> <p>Teacher 3</p>

Source: teachers' interview

Discussion

After analyzing the data, the result of interview showed that the teachers' perception covering indicators as proposed by Johns & Saks (2019) namely experience, motivation and emotion. Based on those indicators, the authors categorized the teachers into two categories namely highly and moderately perceived on Google forms-based application in assessing English. According to the analysis, teachers have got many benefits by using Google forms in the EFL classroom, especially for an assessment tool. To measure the teachers' perception on Google forms-based application in assessing English, the authors carried out an interview. The result of interview showed that the teachers' perception covering indicators as proposed by Johns & Saks (2019) namely experience, motivation, and emotion. Based on those indicators, the authors categorized the teachers into two categories namely highly perceived on Google forms-based application in assessing English and moderately perceived on Google forms-based application in assessing English.

The findings show that teachers 1 and 3 had highly perceived on Google forms-based application in assessing English based on three indicators of experience, motivation and emotion in using Google forms-based application. From the results of experiential interviews, most of the teachers stated that they often use this Google forms in teaching English because it is practical, efficient, and can be used easily are the teachers' reason for using Google forms. In addition, according to current conditions, teachers only teach students for one hour in one meeting due to Covid-19. So with the implementation of Google forms, it makes easier for teachers to do online learning because they only share Google forms links to students regarding the material that has been taught and students

can directly answer in the link. Can help teachers measure students' ability to understand the material that has been taught. This is related to Azmina et al. (2017) stated that development of ICT makes it easier for teachers to assess students' understanding. Teachers can use online media such as Google Forms to take tests or exams.

It is found that Google form is used by teachers at SMK Muhammadiyah 3 Makassar as the media for organizing students' assessment, to know whether the students have understood the subject content that has been given to them. This is in line with what Tsagari et al. (2018) who said that in education, assessment involves gathering evidence and making judgments or forming opinions about the skills and knowledge abilities of learners. Teachers usually assess learners because they need to make decisions about these learners. The evidence they collect helps them make good decisions. For example, the teacher may need to decide whether all students have successfully learned the material they have just taught. Therefore, it is the primary professional responsibility of all teachers to be effective in assessment.

In this section, the authors discusses the findings in the second interview presented earlier, namely the application of Google forms-based application in assessing English . According to Brown & Abeywickrama (2010) there are multiple processes in your goal of designing large scale standardized tests for repeated administration, so the multiple choice format is a viable option, it includes six steps of designing an effective test. Determining The Purpose Of A Test, defining Abilities To Be Assessed, drawing Up Test Specifications, devising test items, administering the test, and Scoring, Grading, And Giving Feedback. Based on observations, teacher interviews, and documentation, authorss found that there are two categories of how teachers apply Google forms-based application in assessing English, namely highly implemented in Google forms-based application in assessing English and moderately implemented in Google forms-based application in assessing English . . This category is based on the process of Brown & Abeywickrama (2010) in designing large-scale standardized tests.

As we know that the assessment process is very important to reflect the result of the learning. In other words, it enables the teacher to examine whether or not the teaching activities achieve the intended goal of learning. However, in the real classroom setting, teachers find it complicated to assess students' performance due to the time, energy, and other obstacles. The process of assessment is sometimes considered as overwhelming activities, especially when it comes to the large classes. The heavy workload in assessing the students is a common phenomenon that is felt by the teachers. In addition, it is not a naive thing that teachers expect the benefits from the use of web-based technology such as Google forms.

However, teacher 2 stated that during daily assessments he sometimes used Google forms, so the authors concluded that teacher 2 was in the category of moderately implemented in Google forms-based application in assessing English . It is different for Teachers 1 and 3 who use or apply Google forms-based applications in daily activities, not only on large-scale exams. So in conclusion, teachers 1 and 3 are categorized as highly implemented in Google forms-based application in assessing English.

From the findings, the impact of Google form-based application in students' learning achievement on the components of reading according to King and Stanley (1989) in Fadila & Jismulatif (2019) state that reading has five components contained in reading texts, which are appropriate with the senior high school curriculum. The first one related to

finding information had a positive impact with a total percentage of 55.7% of the number of students who answered correctly. The second is related to finding the main idea which has a positive impact with a total percentage of 62.2% of the number of students who answered correctly. The third is related to finding the meaning of vocabulary in context with a positive impact with a total percentage of 57.7% of the number of students who answered correctly. Furthermore, on the fourth point, with a total percentage of 53.6%, the number of students who answered correctly on questions related to identifying references. And the last one has a positive impact with a total percentage of 50.5% of the number of students who answered correctly on questions related to making inferences.

CONCLUSION

Based on the research findings and discussions in the previous chapter, several conclusions were made by the authors. Teachers at SMK Muhammadiyah 3 Makassar use Google forms to conduct student assessments during the Covid-19 pandemic. Authorss classify teachers' perceptions of Google form-based applications in assessing English into two categories, namely highly perceived on Google forms-based application in assessing English and moderately perceived on Google forms-based instruction in assessing English. So there are two teachers who are categorized as highly perceived on Google forms-based application in assessing English and one teacher is categorized as moderately perceived on Google forms-based application in assessing English.

Based on the result of this research that presented in the previous chapter, it is suggested that; First, for teachers, it is suggested to maximize the use of Google form in the EFL classroom. Not only use it in evaluating the students learning outcomes, but also use it for increasing the students' knowledge regarding the subject content. It can be done by using it as a media for students exercising. So that it can give big impact on the students' learning achievement at the end. Second, for students, it is suggested to utilize the Google form maximally. They can use it to practice more through quizzes or other types of test that can be arranged in Google-form in order to increase their score. And the third is for other authorss, it is suggested to conduct further research regarding the strengths and weaknesses of using Google form for learning assessment tool. Therefore, teachers will try to minimize the weaknesses and maximize the strengths of the Google form as an online assessment tool.

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