

THE IMPLEMENTAION OF GOOGLE FORM AS AN EVALUATION TOOL BY ENGLISH LANGUAGE TEACHERS AT SMPN 5 TARAKAN

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ABSTRACT

This study attempted to outline the benefits and drawbacks of using Google Form as an assessment tool for English classes at SMP N 5 Tarakan. The Google Form itself is a component of a Google features that may gather data from different responses to different purposes, like surveys and task media. This study examined how Google Form could be used as an evaluation, which should make teaching and learning more convenient. The descriptive qualitative method was employed in this investigation. Study of documentation, observation, and interviews were all used in collecting of data, which was then qualitatively assessed using a coding system and narratively recounted. The subjects of this study were English teachers and students who were represented based on the highest scores in English subjects from each class. The results of this study indicated there were both advantages and disadvantages to using Google Form as a tool for learning evaluation by English teachers and student from the planning, preparation, and readiness stages of facilities and infrastructure to the implementation stage, using Google Form had an impact and benefits in terms of effectiveness and efficiency. The Google Form substantially benefited teachers in terms of money, time, and effort. It aided students in completing practical assignments more succesfully and with greater statisfaction.

Keywords: English Subject, Evaluation Tool, Google Form

INTRODUCTION

The impact of the Covid-19 pandemic affects various aspect in life one of which is education where the goals of learning in schools cannot be achieved optimally. Because of learning activities cannot be carried out classically, with the pandemic the Ministry of Education in Indonesia issued a policy, namely by closing schools and replacing the process of teaching and learning activities using an online system that requires the teachers to use any kinds of learning application platform in conducting teaching and learning. The advance of technology facilitates teachers to have an effectiveness and efficiency in learning process. Along with various technological products provided such as laptop, computer and smartphones, as well as the availability of increasingly cheap internet connections and also opportunities for the use of information and communication technology in the implementation of the education system. There are several online learning support applications such as Kahoot, Quizzes and Google Classroom. One of the applications that is easily accessible, free to use, simple in operation, and good enough to be developed as a tool for evaluating the performance of lecturers in the learning process is Google Form. Google form is one part of Google features that can be accessed through a free browser and can collect information from many responses to various requirements such as questioners and assignments media for the learning process. It is usually used for taking a survey, collecting data or making a present list (Suryanovika, 2020). Sivakumar (2019) stated that Google Forms can use to make surveys, quizzes, or event registration sheets. Data gathered using the form is typically

stored in a spreadsheet. Google Forms is an excel-lent free option because of its efficiency. Based on the interview with English teachers, it was found that Google Form more often used than other learning applications because of its easy access and interesting features, Google Form is also very helpful in facilitating the work of teachers who are not very tech-savvy. However, preparing for the implementation of student learning evaluation requires updating evaluation methods that can increase student motivation. This study aims to describe the implementation of Google Form as an evaluation tool on English subject and to know the students and teachers' perspective about the use of Google Form at SMP N 5 Tarakan. This research concerns to the use of Google Form as an evaluation tool that expected to provide ease in teaching and learning activities. This research used descriptive qualitative method. The data collection including documentation studies, observation and interview and analysed qualitatively through coding system and described in narrative. The subject of this research were English language teachers and students represented based on the highest score in English subject from each grade. Based on the background above, the use of Google Forms as an assessment tool for the learning process expected to be able to supports the paper saving program as a form of environmental care. In addition, the energy and time required for teachers to distribute questionnaires and processing the data can be more efficient and easier.

METHODOLOGY

Qualitative research method was adopted in this study to investigate the implementation of Google Form as an evaluation tool and describing teachers and students' perspectives about the use of Google Form at SMP N 5 Tarakan. It is a study in which events and phenomena are revealed in a natural environment by using data collection methods such as qualitative research, interview, observation and document analysis. The reason for choosing this school as the place to conduct the research was because the researcher

The subjects of this research are English Language Teachers and students at SMP Negeri 5 Tarakan. Total sampling is a sample used for this research including four English language teachers at SMP Negeri 5 Tarakan. Three students representative from seventh, eighth and ninth grade in the 2020-2021 academic year.

In order to investigate the applicability of the Google Form in junior high school, the researcher was the main instrument of this research. To collect more data, the researcher used data collection techniques through documentation studies, observation, and interview. The researcher conducting observation toward the implementation of Google Form who was performed by English language teachers. The data collected by interviewing the teachers and students. The questions for the subjects were about the teachers and students' perspective and general thought about the use Google Form as evaluation tool.

In this study, the data were analysed qualitatively. The qualitative method was

used to describe the data narratively. The first step in analysing the data was observing teachers' preparation and steps of implementing of Google Form as an evaluation tool. after observing, the next step was collecting the teachers' and students' responses from interview and the last step was categorizing the result of the data into several aspects related to the implementation and the problems faced in using Google Form as an evaluation tool in English course.

FINDINGS

The result of observation

In observing the use of Google Form as an evaluation tool by English language teachers during distance learning. The researcher was observing the online learning process through Google Form by English Language Teachers. All grades were implementing different material at that time. Before carrying out the learning activities, the English teachers have prepared all indicators needed in online class.

In presenting the data, the researcher used code as follow:

S1 : stand for the 1st English teacher at grade eight (HD)

S2 : stand for the English teacher at grade seven (SK)

S3 : stand for the 2nd English teacher at grade eight (SF)

S4 : stand for the English teacher at grade nine (YPJ)

The S1 English teachers have prepared learning media and material completely. Start from the tools, there were two learning media needed such as laptop and smartphone, a good network is also needs to support the fluency of teaching-learning

activities. Besides that, learning material is a basic important thing in conducting teaching and learning activities. The S2 English teacher used textbook and summarized into several practice questions from different books yet still in the same material is about “job and occupation” chapter. On 19th February 2022, the S3 and S4 English teachers conducted teaching-learning activities, they both used student’s worksheets as the material source before replicate it into Google Form. The researcher found that all the subjects of the research have prepared learning material from concrete sources with precise chapter in English textbooks and obviously based on lesson plan used in school.

After preparing the media and material needed, all the teachers provide learning links for the students to learn and access the Google Form link. The class started at 09.45 a.m., before doing the assignment, the S2 English teachers sent video-record explanations to students by using another supporting platform such as WhatsApp and Google Classroom. Meanwhile, the S1, S3, and S4 teachers explained the instruction in different ways, like writing down the command in the Google Form and gave instructions through the group class WhatsApp or Google Classroom. In the online learning process, no one students gave responds to the teacher when the teacher distributed the assignment, but the students still doing the assignment. In the distance learning process, the teacher did not provide feedback to students, and students did not ask for feedback from the teacher.

There are two types of assessment such as objective and subjective test. Objective tests include multiple-choice,

true-false and matching test. Whereas, subjective tests are essays and short answers. Objective test is one that commonly used by English language teachers at SMPN 5 Tarakan because it was easier to calculate the results. Even though it runs by Google form, students’ scores can be directly collected in Microsoft excel table. Besides, for the students it can also be ease to answer the questions by choosing available answers only. Based on observation conducted by the researcher, the teachers divided the assignment into two parts, first part is twenty questions of multiple choice and second part is five questions of short answer. Not only that, Google Form also used to make a student’s attendance list and it distributed as the same way as the assignment.

The result of Interview

1. The practicality and limitation of Google Form

Practical means easy to use, both by the teachers themselves who composes the evaluation tool and other people who will use the tool. Evaluation is easy to understand and implement with several indicators, namely saving time, cost and energy, then easy to score and process it. Evaluation with google form saves time. For students working with Google Form, it saves time because it can be done anytime and anywhere. In addition, the working time is shorter. Evaluation with google forms is cost-effective if using Wi-Fi but there are also additional costs. This online learning can save costs when using Wi-Fi at home. Because those who enjoy it are not only students but also their families and relatives. Online learning during the pandemic, of course there are additional costs, especially internet quota. The use of google forms can save energy for teachers

who teach and students. It's just that at the beginning of the process of making the google form it felt heavy because it was a new thing to do for material delivery and evaluation. For students using Google Form can save energy because they do not write. Google Form is also practical in processing scores, namely the teacher does not need to manually correct. The score in the google form has been processed automatically and is open and can be directly seen by students. Students will be more enthusiastic when they see final results of the task.

Besides from the positive side of Google Form, it also has the negative side in using Google form as an evaluation tool was about the application itself, like the limited design that makes it less interesting for students. The other problem was their Gmail account when it was not supporting or something unpredictable happened and they didn't have a backup account, the unstable networking that will delay the distribution of tasks to students and the punctuality of students in collecting the tasks given, the possibility of cheating in exercise, and the last is inaccurate scoring obtained by the teachers. According to the result of question number three, which asked about the students' difficulties when carrying out lessons using Google Form as an assessment media. The researcher found that the inhibiting factor was in the receiving learning material, it becomes less than optimal because Google Form is only a media for providing questions. In addition, Google Form has no discussion feature so the student felt that the comprehensive of the material was not optimal, students cannot ask for direct explanations from teacher and the teacher cannot provide feedback to students. So

that some students did not understand the material presented.

2. The frequency of Google Form used as an evaluation tool

Frequency is the number of times that a repeated event occurs continuously. Principles of Evaluation and Assessment Continuous learning in the evaluation of the learning process is realized in the form of conducting regular and continuous evaluations from time to time. during the pandemic in conducting online learning and evaluation using Google Form, WhatsApp, power points and voice notes. Google forms are one of the alternative media for providing materials and conducting online learning evaluations. Evaluations that should be carried out continuously or continuously have not been carried out properly. The evaluation process using the google form is almost used for every assignment continuously and the form of the questions are mostly use objective tests such as multiple choice and short answer and it also adjusted to the theme of the English subject. The use of Google Form as an evaluation tool in online learning process. The first, second and the third teachers said that they frequently and almost every meeting use Google Form as the main platform for assignment and attendance list instead of others application in conducting distance teaching-learning activities during pandemic because it was simple and ease the teachers to arrange the question into Google Form based on the material given to the students. Meanwhile, the fourth teachers quite often use it because other than using Google Form, he also gave an assignment from the student's worksheet.

3. The suitability of Google Form on learning evaluation

The suitability principle means that the evaluation in the learning process is said carried out well if the evaluation is carried out thoroughly from all aspects. In this case, evaluation besides being able to reveal aspects of thinking (cognitive), can also reveal other psychological aspects, namely aspects of values or attitudes (affective), and aspects of skills (psychomotor) inherent in each individual student. Assessment in the 2013 curriculum includes 3 aspects, namely cognitive aspects, affective aspects and psychomotor aspects. During the pandemic, not all aspects run optimally, especially in the affective and psychomotor aspects. Evaluation of online learning by using Google Form can only assess students from the cognitive aspect. The affective assessment carried out by the teacher was seen from the activeness of students asking questions and the diligence of students in collecting assignments. Psychomotor assessment is not carried out except in certain subjects such as sports and art. The affective aspect is less than optimal because the school cannot directly supervise student activities. Meanwhile, the psychomotor aspect is not optimal because it is very limited and not controlled to carry out activities during the pandemic. Teachers in assessing the psychomotor aspect also have difficulties due to not knowing their condition at home.

4. Teachers and student's abilities in operating Google Form

From respondents' answers that separated into two significant opinions, the first and the fourth teacher thought there

were no struggle in using the application. They both are skilled at technology and operated it very well. On the other side, the second and the third teacher were in the same opinion, the teachers said that they are able to use Google form but occasionally need other people help to operate it if they found something that little bit hard. The conclusion of question number one and two is the teachers are competent to use Google form to make an assignment or even just an attendance list as a basic skill. The teachers are compatible with the application because it is simple, easy and it can provide all types of assessments. The teachers stated that the use of Google Form application decreases paper use and money that must be paid by the school management. It also a requirement for the teacher to obey the government's policy to use applications as a supporting platform in teaching-learning activities, also because the application itself which easy to access, to operate, and to calculate the final score automatically in Microsoft excel system.

A. Teachers' competence

Based on the interviewees' answers are described as follow According to the interviewees' answers, the researcher can be concluded that there were no significances lack of skill and all English teachers are comprehended in using Google Form as an evaluation tool either for create assignment or attendance list. The statement can be supported by the frequency of time they use the application, which has been used for two years during distance teaching-learning activities. In addition, to use the application

certainly we need a supportive tool and a good networking that can afford anyone in anytime and anywhere.

B. Students' competence

According to the answer from interviewees that about students' competence to do English assignment by using Google Form, the researcher can conclude that the use of Google form as an evaluation tool is suitable for them as students who lived in technology advance nowadays. The students felt that the Google Form media suitable this is several students' opinions such as Google Form can be done anywhere and anytime, Google Form helps students keep learning, Google Form helps students at home to keep learning. The availability of gadgets makes them can do that anywhere and anytime. Doing English tasks by using the application can ease their work, in the case that they could translate the question text directly by using the "translate" feature provided by Google Form. Although the academic score increases, it did not improve students' English skills

5. The effect of using Google Form on students' learning output

In carrying out the evaluation, the teacher provides an objective assessment, as it is in accordance with the abilities of students. Evaluation must be based on the suitability of data and facts, not the result of manipulation or engineering. In terms of fairness, teachers judge fair when students

with standard scores in offline learning experience an increase in online learning. This is due to the limitations of teachers in teaching such as only being able to send videos. When students make an effort to ask their relevant or private lessons that make students' grades good, the teacher will greatly appreciate it. That is, there is attention from parents to remind their children to always learn to remember conditions that do not allow face-to-face at school. Teachers actually do not give appreciation to students who do it carelessly. When there are students with offline learning who get good grades and then their online grades experience a decline, it needs to be questioned where is the parental assistance and student enthusiasm.

CONCLUSION

The study revealed that the teachers and students responded positively to the implementation of Google Form as an evaluation tool in English subject, however, there were some problems still happen while the implementation of Google Form. the four English language teachers understood the way to implement Google Form in assigning students and ready with the tools and other applications needed while delivering the learning materials.

There were some problems occurred while implementing Google Form which obtained by the teachers and students. The problem faced by teachers and students were have some similarities. The lack of the internet connection and the other facilities to support the learning activity were not ready sometimes. The teacher stated that assigning students using Google Form caused the delivery of material was

not maximal because it did not provide discussion features. Furthermore, the use of Google forms as an evaluation tool provides advantages for teachers and students interactively to send, receive and manage assignments given. Practical and easy to use making it possible to minimize paper usage. Google form was very helpful in learning process because the students can learn according to their own ability. It also required them to learn independently. Additionally, the use of Google forms is more effective and more efficient for students, effective because they can study anytime and anywhere and also efficient because they did not need to go to school and can save education costs.

In addition, the result of interview with the subjects of the research explained about the teachers and students' perspective and the problems faced by the teachers in using Google Form as an evaluation tool. Based on data analysis, the researcher found that there are nine aspects which described the implementation and the problems in using Google Form. For English teachers, it used as an evaluation tool especially for assignment media and for making student's attendance list. It really eases the teacher's work because its simple features, flexible to share the learning link, and provided spreadsheet for collecting the student's score and also could minimize paper usage. For students, the learning process more effective because they can study anytime and anywhere and also more efficient because they did not need to go to school and can save education costs, students can learn from home safely during the pandemic. Based on the research findings, the discussion and the conclusion, there are

several suggestions that can be suggested, such as for teachers which expected to be able to provide an attractive learning evaluation tool also have high creativity in processing learning media so that they become very interesting and fun learning media. The second is for policy maker, it is supposed to be used as an assessment that can support the learning process implementation and to be the basis for increased use of online-based evaluation tools in the performance of school learning assessment. And the last for the further researcher, it is expected to be able to investigate more than this research has achieved. The researcher hopes further researchers can develop similar research with different instrument, methodology, data collection and data analysis.

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