Problems in Using Google Form on English Examination: Exploring Students' Perspective

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Abstract
Google form is one of technology that used to facilitate teachers and students in the learning process, especially in the assessment process. But in the reality when it was applied, there were some problems faced by the students about the usage of Google form. For this reason, the researcher is interested to explore the students' perspective in issues of using Google form in English examination. This descriptive qualitative study examined how students perceived about the using Google form issue in English examination based on the students involved. A questionnaire with open-ended question was distributed as collective data. The participants are twenty five of ninth grade students of Islamic junior high school that place in one of village at Tanjung Pura, Langkat. There were four main conclusions from the study. They are; (1) Internet connection, (2) Low of students' understanding in applying Google form, (3) Students' dishonesty on English exam, (4) Lack of students' exam media. Finally, the issues with using Google forms in English exams cannot be overstated because they have a big impact on the students' grades and how well they learn the language.
Keywords: Google form; Assessment process; Students' issues; Students' perspective

INTRODUCTION

Nowadays, education plays an important role towards the development of the country. Since the beginning of the twenty-first century, there have been numerous changes in the educational landscape that are inextricably linked to the advancement of science and technology (IPTEK). Due to the ineffective progress in educational standards in Indonesian culture, education is now regarded as a key factor in the development of human resources. The standard of education must be constantly raised in order to meet problems and adapt to contemporary circumstances.

In order to improve education in the twenty-first century, we should use technology to communicate online and change how learning is conducted, particularly when assessing learning outcomes. According to Hamdan (2016:29), many people have noticed how science and technology have affected the field of education. Google Form, a feature of the free Google Docs service, is one of the applications used by teachers and students to create

online practice questions as part of the learning process. Google Form is one such application form templates or worksheets which can be used independently or together for a purpose get user information (Tria.M and Arif. W.P, 2017: 185). This application works together with other applications such as Google Sheets, Google Docs, and other add-ons in Google Drive cloud storage (Mardiana: 2017). The Google form templates are really simple to use and understand, and they come in many different languages. For form authors or processors, a Google account is the only requirement for use (Slamet: 2016). There are 3 methods for using Google Form services, namely accessing Google Form, designing forms, and sending Google Form (Thamrin, 2008:1)

Google Forms can be used for online tests, quizzes, teacher evaluation surveys, polls of the general public, and registration forms. Additionally, Google Form is employed to support a paperless culture. Instead of printing out forms, everything is completed online, and results are already automatically tabulated online (Ummi: 2021). With the use of a web-based application, anyone with access to the internet and a computer, laptop, or mobile phone can instantly respond to questions or quizzes anywhere (Husein: 2016). Because of this, a teacher can develop, print, and replicate questions digitally, eliminating the need for paper. Students who are accustomed to using android phones can also easily utilize their phones to evaluate media. Android phones, especially in English-related disciplines, may be used for learning and evaluating learning outcome.

Husein (2016) lists the following benefits of using Google Forms to create exam questions: 1) The application's look is pretty appealing, and it offers a variety of unique themes that can be swapped out as the creator sees fit, making the exam questions more colorful and interesting. When answering exam questions, students are not disinterested or bored. 2) There are many other test types that can be chosen, including multiple choice, brief descriptions, paragraphs, Drop Box, and others. For this Education Unit Examination, Multiple choice and essay were chosen. 3) In this instance, the students are easy in using it. Students can use a smartphone to work on the questions without having to install any apps; they simply need to click on a URL supplied by the teacher. 4) After students complete the exam, the value is immediately compiled and analyzed in a systematic manner. Values have been automatically and neatly gathered in spreadsheets, and respondents can be seen individually along with graphs of student responses and real-time response information. It is also possible to immediately see whether a student's answer is correct or incorrect, which can be used to analyze test results.

But the reality, when this Google form was applied in the English exam in the midterm at one of the Islamic schools in the village in Langkat, several problems were found by these students when carrying out the Google Form-based exam. For this reason, the researcher focuses on looking at problems that happened during English examination by using Google form. At least, there is one question was addressed in this study, what are problems that students face during using Google form in English examination?

The result of the study should be able to explain about the problems that students face during using Google form in English examination.

LITERATURE REVIEW

In the current technology era, exams are beginning to evolve from using paper tests, or Paper Based Tests (PBT), to ICT-based evaluations, or more commonly known as Computer Based Tests (CBT). Today, it's simple to get online workout app deals (Purwati and Nugroho, 2018). Even certain programs are simple to access on an Android smartphone. Google Forms is one that can be utilized as an ICT-based evaluation tool. The Google Docs component offered by the computer behemoth Google includes Google Forms. Software called Google Forms is accessible without price and is quite simple to use (Santoso: 2019).

Google Forms, also known as Google Form, is a component of the Google application that is most frequently used for data retrieval on the Internet. It is a useful tool for helping to plan events, send surveys, or gather simple information in an easy way. Because it uses computers for electronic data processing, the Google form application may also be utilized as a media-based online for needs, particularly when creating online questionnaires, to make data processing more secure and well-integrated (Amalia, 2019).

Google Forms is a tool that enables information gathering from users through personalized surveys or quizzes. Such information then collected automatically linked to the spreadsheet. Spreadsheets filled with surveys and quiz responses (Handayani, Sain and Nurhadi, 2021). The Google Forms service has gone through several updates over the years many years. New Google Form features including drop-down menu, questions random for orders, random answers for once per person, more URLs short, custom themes, automatically displays the current answer suggestions creating a form, and an "upload file" option for the user answer questions which requires them to share content or files from a computer or Google Drive them (Yugaswara, Suhaeri and Hayurani, 2021).

The researcher looked into some of the findings from earlier thesis studies that were relevant to the research that was being done before conducting this research. The findings of earlier research that was reported by the researcher via the Google form are as follows:

According to Hamdan Husein Batubara's study (2016), "The Use of Google Form as a Lecturer Performance Appraisal Tool in the PGMI Study Program, Muhammad Arsyad Al Banjari," data was collected using questionnaires and documentation studies. The study also used descriptive analytical methods to analyze the results. The findings of this study suggest that planning, generating, posting, and giving usage instructions are the first steps in the process of creating a lecturer performance appraisal questionnaire for use in the Google Forms learning process. The majority of students like using online questionnaires, according to data collected from student responses (53; 3%), easy access (86.7%), time efficiency (80%), ability to save paper (93.3%), understanding how to use (86.6%), readability of the display (86.6%), appropriateness of language (100%), and appropriateness of content (93.4%). In order to gather information about professor performance, Google Form is highly helpful for both lecturers and students.

Another research from Eka Meirawati (2020) entitled "The Utilization of Google Form as a Learning Evaluation Tool for Islamic Religious Education in SMKN 2 Palangka Raya". This study's focus was on how teachers of Islamic Religious Education and students in grade XI of Automation of Office Governance used Google Form as a learning assessment tool for Islamic Religious Education at SMKN 2 Palangkaraya. The findings of this study

showed that: (1) Google Form has generally been used effectively for the preparation, data collection, data verification, data analysis, interpretation, and drawing of conclusions as well as the follow-up for Islamic Religious Education in SMKN 2 Palangkaraya. (2) Based on the factors of time effectiveness, cost, energy, ease of use/benefits, and appearance/attractiveness, the teacher offers favorable comments. (3) In addition, students give thoughtful replies based on the factors of cost, energy, simplicity of use, and attractiveness.

METHOD

The research that was conducted in this study is qualitative research type using a descriptive approach. Descriptive qualitative study is used by describing students' perspective on the use of Google form in English examination. Gay, Mills, and Airasian (2012) claim that qualitative methods focus on gathering, analyzing, and interpreting extensive, narrative, and visual data to shed light on a variety of intriguing occurrences. Then Sugiyono (2015) adds that descriptive qualitative methods are employed to observe the condition of the object being researched amongst normal circumstances, with the researcher holding the primary instrument. Without modifying or introducing additional field-specific circumstances, qualitative descriptive research thoroughly characterizes an event or phenomena. This qualitative descriptive study aims to provide insight into the problems with using Google forms in English exams that were found in students, and then consider student perspectives to determine how to address these problems.

This research was conducted at one of Islamic junior high school in Langkat to find out the students' perspective related on the problem of the use Google form in English exams. A questionnaire with open-ended question was distributed as collective data. This study was carried out one of Islamic junior high school in Langkat. All ninth grade students for the 2022–2023 academic years are the study's subject, and there are 25 students who will be sitting for the midterms. After finishing in collecting and categorizing the questionnaire's answers, then the data will be analyzed to determine students' perspective on using Google form in English examination.

FINDINGS

In this study, the researcher delivers open-ended questionnaire that consist of one question about the related topic. In the question, the researcher asks about the problem that the participants face on using Google form in English examination. And from the question, it is found that there are 4 problems experienced by the students on using Google form when they have English mid-term examination. They are; (1) Internet connection, (2) Low of students' understanding in applying Google form, (3) Students' dishonesty on English exam, (4) Lack of students' exam media.

Internet Connection

The internet is a learning medium, because it is through activities accessing the internet, people get a lot of information related to the knowledge being studied. They might explore the different sources of knowledge that are readily accessible online by using the options for searching or browsing the internet (Kitao, 2002). In applying Google form on English exam, the internet connection is one of the most important things that must be owned by students. We absolutely know, the exam using the Google form is part of the online exam. And when this is conducted online, the internet network must be the main key for this activity to take place. However, from the results of the questionnaire that the researchers obtained based on students' perspective, the internet network became one of the obstacles that students felt at that time. Actually, they had prepared well for this, but because the location of the school is still rural, and not all networks could be supported well there. So that some of them experience bad network, loading, or even the application logs out suddenly when they had their English mid-term in that school.

Low of Students' Understanding in Applying Google Form

A small number of these students experience this as one of their issues. But if it is not adequately treated, this might become a truly major issue. The use of Google form, especially in learning and evaluating English, is something new for students, teachers and stakeholders in the school. This is the first year they have implemented the semester exams with this way.

According to the study's findings, some students are still unable to use it effectively. Some of them were a little confused, and others inquired more than once because they were still unclear or perhaps stuck on how to proceed. However, this test was conducted before it was applied. The school has done socialization activities for the children and even staged a simulation to ensure exam achievement. However, they appeared anxious during the exam, and as a result, they appeared to have forgotten how to operate it.

Students' Dishonesty on English Exam

Honesty, in Albert Hendra Wijaya's definition, is the capacity to admit, say, or supply information that is true. In other words, a trustworthy person won't keep any truthful information private. He will be more than pleased to provide anyone who requests it with pertinent information on the truth.

Abdul (2005) states that honest has three places, they are in verbal, action and hearth. Being verbally honest implies speaking only the truth, without omission or addition, and in conformity with the events that took place. Do the right thing at all times, without cheating or being corrupt, and refrain from any actions that might hurt humanity in order to be honest in your conduct. While being truthful from the heart, which firmly thinks that being truthful is a virtue that every person ought to maintain, and also believes that actions speak louder than words, happiness will result from this, both in this life and future ones.

If talking about students' honesty. It is the most crucial to be owned by the students. Because honesty is the part of moral, and moral is higher than knowledge itself. So that,

instilling honesty is a priority for teachers and stakeholders besides teaching students about knowledge, such as English. From all processes, students are expected to be able to obtain and apply moral values and knowledge that has been taught.

In teaching and learning activity at school, the teachers are demanded to instill the students about honesty value. It becomes teachers' obligation to teach, get used to, instills the value. But the reality, based on the research study, it becomes one of serious issue that happened during English exam by using Google form. It is because, when they applied this Google form, they had many opportunities to act dishonesty. So that, when they though that they had chance, they tried to find out the answer by opening Google search engine from their mobile phones. Then, it was easy for them to answer the question by doing dishonesty. Thomas Lickona (2013) states that one of the signs of the country's destruction is culture of dishonesty. It is clear that if it was not taken seriously, it will be very dangerous, not only for the students, but also for the country. Although there are only very few people who commit dishonesty in their work, this has become a gap, and it is feared that, if it is not dealt strictly, in the upcoming semester exams, they will commit the same fraud, or even influence other friends to following their foolishness.

Lack of Students' Exam Media

Based on the students' perspectives, the researcher discovered in this research that media that used for exams was another crucial issue. Daryanto (2013) states that learning media can be interpreted as hardware or software used in the delivery of material by the teacher to students in the process learning. In learning, the media is expected to make the process learning becomes more effective and efficient in accordance with the learning objectives. This is also in line with the opinion (Arsyad, 2015) that the use of media in learning will increase the effectiveness of learning.

In implementing the exam using Google Form, media/tool is a must to be owned for all examinees. And in this case, mobile phone or laptop is the tool used in carrying out the exam. Actually, the use of electronic media in learning or evaluation can be very effective for teachers and students. Students don't need to write anything on paper anymore, and what's more, paper is no longer used, so it will be much more economical for the school. From the recognition of these students in their open-ended questions, almost all students already have mobile phones as a test tools. However, there are still two students who do not have mobile phone and have never even had it before. This becomes an obstacle for these students and on the other hand, their confidence decreases in carrying out this exam. Because only those who do not have these facilities. In practice, the two students are always loaned by the teacher, or use the computer facilities that exist in the school. However, this will affect their performance, because in using the tool, they are still a little confused, because using electronic media is something they are unfamiliar with.

In the future, we hope it will be used as a means of evaluating the school from all of the students' points of view in relation to the difficulties they had using Google Forms for the English exam. It is at least possible to take into account and find answers to the issues that students have with the implementation. The system has to be improved in order to be used for future exams. The school must take care of a number of issues before

implementing the exam utilizing the Google form. The effectiveness of this deployment is largely dependent on careful planning. Teachers and educational institutions are urged to better prepare for this, including the Google form setup system, which needs to be thoroughly examined before being used. So, it would be possible to prevent cheating like some of them did.

In this situation, socialization is equally essential. The key is that instructors truly check to see if their students are familiar with how to use the Google form. Further socialization is necessary if it is not possible for the students to understand after just one socialization session, so that when they administer the exam, they are well-versed in its application. In order to effectively address all challenges faced by students, the school must also provide facilities linked to the implementation of the evaluation, such as an acceptable Wi-fi network and electronic media in the form of a computer that supports it. The point is that when the school wishes to apply an update for the school's success, meticulous planning and a strong mentality must be prepared ahead, so that all negative possibilities that occur can be avoided.

CONCLUSION

From the result of the research, it can be concluded that based on the students perspective, there are four significance problems that they faced during the implementation of Google form on English exam in Islamic junior high school in Tanjung Pura, Langkat. They are; (1) Internet connection, (2) Low of students' understanding in applying Google form, (3) Students' dishonesty on English exam, (4) Lack of students' exam media. And from all the problems, it is expected that the teacher and stakeholders can be better in preparing all lesson exam especially English for next semester.

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