A Study of Google Form as an Assessment Tool in English Subject at SMAN 2 Solok

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Article History	Abstract
	This article deals with the use of google form as an assessment tool in english subject at SMAN 2 SOLOK. The research undertaken aimed to know how do teachers and students perceive about google form as an assessemnt tool in english subject. This study was descriptive qualitatie research. The participants of the research were 70 students as representative of Natural science class in XI grade at SMAN 2 SOLOK. The instrumentation of this research were collected from interview with teachers and questionnaire for students. As for the points to the instrumentations there were aspect of validity, reliability, efficiency, economical, direction, and interest. The findings of this research shows that both teachers and students have good perception about the use of google form as assessment tool in english.

INTRODUCTION

Evaluation is a process in making judgment about students' learning and understanding of the material in purposes of grading and reporting. It can be in the form of feedback from the teacher to the student about the students' learning. It is part of learning activitiy that can have a direct impact on students. In addition, evaluation becomes a benchmark for achieving the goals of learning activities which involves students as the object of assessment. The results of the eevaluation shows whether the learning objectives are achieved or not. Besides, the teacher will know his achievement in helping the students in understanding learning material and to know which students have mastered materials.

Meanwhile,Assessment as part of the evaluation, aims to measure student learning outcomes. According to Zainal Arifin (2009), he explained that assessment is a process or act or activity to make decision for students in the form of infomation about the process and learning outcomes. According to Richard I. Arends (2008), "Assessment is the process of gathering information about students and classes for instructional decision-making purposes". Thus, assessment enables teacher to measure the effectiveness of their teaching process by linking it with the objective of the learning.

Aside of that, the world of education always experiences rapid changes which indirectly influenced by the advancement of science and technology. In fact, the role of technology is certain to bring changes to the field of education positively. Both student and teacher who can use technology well to increase their knowledge and skills will get good achievements. Supripto (2014) explained that "the advancement of technology can construct students' ablility to understand about material, because the material with the assist of technology can be understood easily by them" . As the consequences, almost all recent learning processes involve the advancement of technology to support the teaching and learning process. Moreover, the use of technology in teaching and learning process is a necessity that teachers and students should master on and then use it to support the learning situation. One of those is the use of technology in assessment.

Nowadays, there are many web-based technologies created for assessment. The use of technologies is purposed to assist teachers/educators in conducting evaluations and assessments. Some applications or web-based technologies that are commonly used for current assessment activities are such as Socrative, kahoot, quizizz, and Google Form. Socrative was founded in 2010 by Amit Maimon, Benjamin Berte, Michael West is an assessment tool that helps teachers and students to assess learning and monitor their progress in understanding the material that has been taught. Kahoot was first launched in 2012 by Johan Brand, Jamie Brooker, and Morten Versvik. It provides interesting features like trivia quiz. In the features provided by Kahoot! allows educators to make trivia quizzes, even the quiz can be used for pre-test before starting a new teaching. Then, in 2015 ,Ankit and Deepak created Quizizz. It is a web tool for creating interactive quiz games that are used in classroom learning. The created interactive quiz has up to 4 answer options including the correct answer and an image can be added to the background of the question.

Among the assessment tool above, Google form is used widely in all over the world for many reasons. As the first assessment application that realesed in 2008, Google forms was developed by Google LLC. Based on Wikipedia ,Google form is a survey administration software included as part of the tree, web-based Google Docs Editors suite offered by Google .Google form is a free online tool which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share the forms with other people. In education, spesifically assessment, Google Form makes the teacher's job become easier , even more during distance learning, it can be used as an alternative tool in assess student's work.

In fact, based on the researcher's experience and survey during teaching practice, it was found that English language learning classes in SMA N 2 SOLOK has used Google form as their assessment tool. Google forms is used as measurement for their learning process to see students' achievement or learning progress to determine the learning goals while lessons running for example by asking the student to write the important points of a lesson at the time. Google form is also used as measurement of students' competence given at the end of Base competence(Weekly test), mid-semster test, even at the end of Semester. It has been used by teacher even before Covid-19 Pandemic situation. So, there are few teacher has already worked on it and at the first time Pandemic started which requires school to implement

Distance Learning , Google Forms was the first choice as the assessment tool . Hence , there was no need for student to be at school because teachers were able to share the link which they would be done their test and by only clicking submit button, the tests are already finished and they just need to wait for the results .

However it was found that some teachers still tend to use paper-based test to assess students' work despite the ease of Google form application. Besides, to date, there are many studies conducted but none related to english lesson. In addition, the use of Google form in SMAN 2 SOLOK has not been evaluated yet so it is hard to know whether it is effective or not to be used as a learning assessment tool.

Thus, the explanation above encourages the researcher to know about the implementation of Google form in English teaching and learning process under the title "A study of Google Forms as learning assessment tool in English Lesson at SMAN 2 SOLOK". The aims of this research are to know both teacher and students perception about the use of google form as an assessment tool.

RESEARCH METHOD

This study used qualitative approach because it shows a description of the phenomenon of student and teacher responses to the use of Google Form as a learning evaluation tool. A qualitative approach was used to conduct survey studies, field carrying capacity, and observe the development process.

The method used in this research is descriptive analytical method. This research according to Sugiyono(2014), he stated that descriptive analytical method is a statistc that is used in analyzing data by describing or drawing data that have been gathered to make a conclusion with no need to be generalized.

The population of XI grade are 370 according to Gay in Mahmud(2011) stated that the number of sample that can be accepted based on method that is used for descriptive method ; min. 10% of population(large) and the researcher took 20% of total population of XI grade . It means 20% of 376 equal to 70 students as the sample.

RESULT AND DISCUSSION
Research Finding

The finding of this research were divided to the aspect of validity, reliability, efficiecncy, economical, direction and interest of google form as an assessment tool. The data were obtained through interview with teacher and questionnaire for student.

Table Calculation of the questionnaire

No	Indicators	Percentage of average scores(%)
1	Validity	95.6%
2	Reliability	95.5%
3	Efficiency	94.04%
4	Economical	91.56%
5	Direction	96.2%
6	Interest	95.06%

1. *Validity*

   The first is the validity aspect where based on the results of the questionnaire, the average score is 95.6%. When compared with the teachers' answer in the interview regarding the validity aspect, the google form can help the teacher in providing an assessment to measure the student's ability, but the assessment is only limited to reading and writing assessments. But for now, it can be said that the google form has met the validity for use in assessment activities in english lesson even though there are some limitations that might be developed in the future.

2. *Reliability*

   Then for the second is reliability, where the average score for the questionnaire is 95.5% meaning that the google form has good criteria where the google form can be said to be reliable as an assessment tool. When compared with the teacher's response during interviews regarding the reliability aspect where the teacher explained that the google form is an application that is quite often used and easy to operate so that when carrying out test activities or test assessments, both teachers and students do not have too many obstacles that affect the final assessment results. Based on these results, it can be concluded that the Google Form is reliable to be used as an assessment tool, especially in English.

3. *Efficiency*

   The third is efficiency where the average score for the questionnaire is 94.04%, which means students agree that Google Forms can save time and cost. While the teacher's response to the efficiency aspect can be said that google form can save time in assessment activities and even the teacher can find out the value obtained by the student when the student has pressed the submit button when he is about to end the exam and the score will be recorded automatically. Then it can be concluded that the google form has met the efficiency criteria.

4. *Economical*

   The fourth is economical where the average score obtained for the questionnaire is 91.56%, meaning that students provide answers which show that google forms can save costs because the application is free and does not take up a lot of internet quota. While the teacher's answer in the interview said that the google form did not cost a lot and when it came to quotas it also did not require a large quota. It can be concluded that based on the score of the questionnaire and the teacher's answers, it can be concluded that the google form can save costs and has fulfilled the economic aspect.

5. *Direction*

   The fifth is the direction where the average score obtained in the questionnaire is 96.2% in average, Google Form is appropriate to be used because students can do tests without difficulties. While the teacher's answer regarding the direction aspect is that because students are used to using technology and the interface of the google form itself is very simple so that it

is easy to use, so there are rarely obstacles. So it can be concluded that the google form is very easy to use and meets the direction criteria.

6. *Interest*

The last is interest where the average score obtained in the questionnaire is 95.06% shows that students are interested in using google form as an assessment tool. Meanwhile, the teacher's answers in interviews on this aspect showed that students felt motivated by the existence of google form as an assessment tool, especially in English. It can be concluded based on questionnaires and interviews that google form can motivate students in learning.

Discussion

Based on the results of this research is similar to the previous studies are students' attitude towards English such as; Netika Munsfatra(2017), Supriadi, Destyanisa Tazkiyah, Zuyinatul Isro (2019), Dwi Purwati, Alifi Nur Prasetia Nugroho (2018) shows that assessment tools(Wondershare Quiz Creator Software, kahoot and Google forms) are suitable to be used.

Based on the results of research on the process of using Google Form as an evaluation tool According to Salamah(2017) explained that A good assessment must have the following conditions: valid, reliable, efficient, economic, direction, and interest.

The first learning assessment criteria is validity. Validity means that a true assessment must measure what it wants to be measured. From the results of the assessment above, an average score of 95.6% was obtained, which means that Google Form is valid as an asessemnt tool. It is viewed from the results of student answers on the aspect of validity. Research conducted by Desak Made Ari Puspitayani Desak Made Ari Puspitayani titled "Developing online formative assessment using quizizz for assessing reading competency of the tenth grade students in buleleng regency (2020) " .The result of the study shows that the quality of the developed online quizzes as a formative assessment in terms of content validity was very high and the practicality was excellent. The implication of this finding is that the developed online quiz as formative assessment instrument is highly recommended to be implemented in the real classroom and widely disseminated. It means that nowdays technologies can help learning proccess especially in assessment activity because based on the previous research and the researcher shows the use of technology are very significance effect, moreover in online learning activity.

The second is reliability. Reliability is a quality of test results that should be free from measurement errors. Aspects that may be affect the score results are students , raters/teachers or situation of test itself. The results shows from questionnaire with score 95.5% in average. It means that google form is reliable. While teacher in interview said that students did tests using google form repeatedly without obstacle and other factors that affects the results.Also, this is supported by previous research , Juan Kolemar cahya (2017) title "Utilizing Google Form as a Medium For Multiple-Choice English Language Testing. The result shows that Google form was a good medium for multiple-choice English Language Testing in

terms of reliability. Based on the theory, prevoius study and results of instrumentations it can be said google form has met the aspects of reliability.

The third is efficiency. An assessment tool is used as much as possible without wasting a lot of time and money. However, the evaluation tool that that takes a little time, effort, and money is not necessarily considered a good evaluation tool. In line with the research results that is 94.04% in average ,as a learning assessment tool, google form can be used without wasting a lot of time and money. Teacher in interview answered that using google form in assessment activity can save time. Research conducted by Angela bayu permata sari (2020) title "Google Form As An EFL Assessment Tool: Positive Feature and Limitation" shows that the positive features of google form as an assessment tool in terms of efficiency in time and energy. Based on previous research and the researcher both said that google form has met the aspect of efficiency to be used as assessment tool.

The fouth is economical. An assessment tools is used as much as possible without wasting time, money, energy, or facilities and infrastructure support. However, the evaluation tool can be said to be economical in accordance with the the purpose of using the evaluation tool and the number of students to be assessed and so on. In line with the research that is 91.56% in average ,as a learning assessment tool, google form can be used without wasting time, money, energy, or facilities and infrastructure support.

The fifth is direction. Direction which means having instructions implementation used as a benchmark. So whoever is implement it, they will be the same in accordance with the instructions. In test, the sentences used should easy to be understood. In line with the theory above, from the results of questionnaire in aspect of direction which is 96.2% in average, google form is appropriate to be used because students can do tests without difficulties. It is supported by teacher answer in interview said that students are familliar in using technology and the interface of the google form itself is very simple that makes it easier to operate.It is safe to say google form fullfils the aspects of direction.

The last is interest. The test should be interesting and give challenges, so that students are motivated. Because of the uninteresting test will be boring and feel that the test is difficult to do. So that students will not show the ability that actually and did not perform the test optimally. In line with the theory above, The use of google form as assessment tool have been made as interesting as possible, even among the questions, there are questions that is collaborated with supporting images. The result of questionnaire is 95.06% shows that students are interest in using google form as an assessment tool. While teachers answer shows that that students felt motivated by the existence of this google form as an assessment tool, especially in English. Based on comparison of the theory, questionnaire and interview result, google form has met the aspect of interest.

CONCLUSION

Based on the results of research and discussion regarding the use of google form as an assessment tool , then it can be concluded as follows:

1. Overall, the teacher's perception about the use of Google Form as an assessment tool in english subject at SMAN 2 SOLOK are good from the aspects of Validity, reliability, efficiency, economical, direction, and interest. However, in aspect of interest, the teacher feels the negative effect of using google form such as students less interest in doing test using paper because they used to did test using google form in Online Learning.

2. Overall, students gave good perception that categorized Excellent(The average score of questionnaire is 94.66%) .the use of Google Forms as a learning assessment tool in english subject at SMAN 2 SOLOK can be concluded appropriate from the aspects of Validity, reliability, efficiency, economi, direction, and interest.

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