

STUDENT'S VIEW TOWARDS THE USE OF GOOGLE FORM APPLICATION IN TEACHING READING

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Abstract. As the progressive development of the Information and Communication Technology (ICT) in 21st century affects teaching and learning process, it help the teacher and student to make teaching learning activity easy and interesting. Moreover, with the correct and proper online education, for example by Google Form quizzes, the students are encourage to gather the information from multiple resources within the internet and free access for anytime and anywhere. This research aimed to know the students' experience and the quality using Google form during online learning which conducted at eighth grade of junior high school in Sragen with 32 students as the sample and the data were collected by observing, interviewing, documenting, and distributing questionnaires. This research used qualitative method which shows that 57% of the students agree about the benefits of using Google forms to facilitate reading learning. As many as 32% of students expressed neutral, 4% expressed disagree, 4% stated strongly disagree, and 3% stated strongly agree about benefits of using Google forms. Thus, it can be concluded that the use of Google Forms in improving reading skill which it facilitate reading learning, most of the students felt easy and can gain benefits from using Google Form in studying reading.

Keywords: Information and Communication Technology (ICT), online learning, Google Form Application, Reading Skill

1. INTRODUCTION

Technology is always developing and it is also affecting people's life, especially in teaching learning activities. Previously, the teaching learning activities occurs conventionally which using common materials such as books, black boards, radio tape, video, etc. nowadays, teaching and learning activities were changing using technology such as computer, internet, and digital resources of material like YouTube, Whatsapp, and other online education platform provided by application developer. As the beneficial parts of technology in the teaching learning of language, the development of innovative language teaching and learning materials, especially English language, based on communication technology is oriented to students' communicative needs, and the most important thing is that technology can trigger and make an easy ways to learn English (Sari, Suryani, Rochsantiningsih, and Suharno. 2019: 1-2).

Information and Communication Technology (ICT) broadly used in educational world. In 21st century, teachers must change, they need to have different skills because they will involve technology as on every action and they referred as "digital natives" (Kennedy, Latham, and Jacinto. 2016: V). Trough ICT, the teaching and learning activities can be conducted everywhere and anytime, but the teacher have to know the impact of applying ICT. The correct and proper kinds of ICT is important to help the learners to learn effectively and encourage the students to gather information or material from multiple resources.

Because of the Covid-19 disease which happens all around the world, especially Indonesia, all the teaching and learning activity transform into online classes and apply online media to keep teaching and learning going. One of famous online media used is Google Form Application which is a medium in form of free web-based data gathering tool part of Google Suite application that made by Google Cloud (Beightol, 2012: 1). Google Form Application allows the teacher to create, share, collaborate, individualize, and distribute formative assessment to students, providing synchronous feedback that achieves measureable performance data which is critical for evaluating students' progress online (Castro, 2018: 4). Even though, there will be positive and negative factor that will be affected the students in teaching and learning, especially English language, the teacher must be smart and able to improvise with the Students' environmental condition and the students them self, especially for Junior High School of Indonesia.

Based on the above explanation about the implementation of technology and the use of online application for teaching learning English language, the researchers wants to gather information about the students' view towards the use of Google Form Application on teaching reading for eighth grade students junior high school in Sragen.

2. METHOD OF THE RESEARCH

The research was conducted at one of the junior high school in Sragen. The observation was conducted in April 2020. The research method that used was qualitative method. According to Surakhmad (1994: 139) it is directed on problem solving at present. The subject of the research was the use of Google form application on teaching reading. The object of the research was eighth

grade student view towards the use of Google form application on teaching reading at Sragen. The number of population in this study was 224 students at eighth grade, then the researcher took 32 students as a sample.

The technique of collecting data also called as the investigation to find the data where it is to find out the primary data also the secondary data, it is depend on the research, qualitative or quantitative. Here the researcher made a survey by doing observation, documentation, and employing interview and questionnaire.

3. RESEARCH FINDINGS

a. Students' experience in using Google Form as online learning

The researchers found the results of a questionnaire that could answer the first problem statement, which was the student experience when online reading learning using Google forms. In answering the problem, the researcher used 10 valid statements in the questionnaire that consisted of four indicators namely the utilization of Google form in reading skill achievement, the utilization of Google form in online examination of reading skill, student behavior in using Google form, and implementation of Google form in reading learning. Here is the result of the questionnaire data obtained for each item.

Table 1. The Questionnaire result of the students' experiences in learning reading through Google Form Application

Statement	Answer				
	SD	D	N	A	SA
The uses of Google forms can make me easy to understand the meaning of the text	10,7% (3)	7,1 (2)	28,6% (8)	46,4% (13)	7,1% (2)
The uses of Google forms in reading test can save paper	3,6% (1)	3,6% (1)	3,6% (1)	60,7% (17)	28,6% (8)
The uses of Google forms in online reading test requires a stable internet network	7,1% (2)	0% (0)	25% (7)	46,4% (13)	21,4% (6)
Implementation of an online reading test becomes easy when using Google forms	3,6% (1)	3,6% (1)	21,4% (6)	57,1% (16)	14,3% (4)
I am faster in completing reading assignments when using Google forms	7,1% (2)	0% (0)	17,9% (5)	60,7% (17)	14,3% (4)
Innovation in the uses of Google forms make me interested in reading learning	7,1% (2)	7,1% (2)	53,6% (15)	28,6% (8)	3,6% (1)
I am easy to learn reading independently by using Google forms	3,6% (1)	0% (0)	50% (14)	39,3% (11)	7,1% (2)

Giving audio visual videos on Google forms can facilitate reading learning	7,1% (2)	10,7% (3)	14,3% (4)	50% (14)	17,9% (5)
I am easier to carry out tasks related to review journals and eBooks using Google forms	7,1% (2)	7,1% (2)	53,6% (15)	28,6% (8)	3,6% (1)
The uses of Google forms can stimulate me to learn reading well	7,1% (2)	0% (0)	28,6% (8)	53,6% (15)	10,7% (3)

Based on table 1, it showed about the result of the tenth statement of questionnaire items that consisted of four indicators. The first indicator was about the utilization of Google form in reading skill achievement that consisted of one item questionnaire. The most of students as 46, 4 % expressed agree toward item statement, so it can be concluded that utilization of Google form in reading skill achievement was Google forms made student easier to understand the content of the readings.

Based on the histogram derived from the questionnaires, it indicated that the average of the 10 items value was 35.61 with a standard deviation of 6.762 and the number of respondents was 28 students. Based on the normality curve of the histogram showed that the curve leaned to the right or negatively skewed distribution, it meant that the average students expressed agree about their experience in using Google forms could make reading learning more easily. Standard deviation of 6.762 was less than the mean value of 35.61 indicated that the result of questionnaire were less varied or homogeneous, it meant that most students have an equal choice of answers. The value of the total answers was categorized according to the range of 10 statements answers for problem 1 of each student. Furthermore, the mean value of 35.61 indicated that the most of students as 20 students expressed agree about their experience in using Google forms could facilitate reading learning.

b. The quality of online learning through Google Form based on the students' experience

To answer the second problem statement, researcher used the results of questionnaires in eight student of junior high school in Sragen using Google forms in June 2020. Researcher found the results of a questionnaire that could answer the second problem statement, which is the student perceive toward reading learning using Google forms. In answering the problem, researcher used 19 statements in the questionnaire. The problem statement was divided into five indicators, there were:

Table 2. The Result of Questionnaires from 19 Items

Statement	Answer				
	SD	D	N	A	SA
The uses of Google forms can make me easier to interpret the information in the text	7,1% (2)	3,6% (1)	28,6% (8)	53,6% (15)	7,1% (2)
The uses of Google forms are effective in enriching my vocabulary so it can improve reading skills	3,6% (1)	7,1% (2)	35,7% (10)	42,9% (12)	10,7% (3)
The uses of Google forms using video can increase the spirit of reading learning	7,1% (2)	0% (0)	42,9% (12)	46,4% (13)	3,6% (1)
Uploading presentation video task on Google forms is fun because it can play repeatedly	7,1% (2)	3,6% (1)	14,3% (4)	60,7% (17)	14,3% (4)
The uses of Google forms make me easier to find the main points in the text	3,6% (1)	3,6% (1)	39,3% (11)	35,7% (10)	17,9% (5)
The uses of Google forms make me easier to complete reading assignment	3,6% (1)	0% (0)	28,6% (8)	57,1% (16)	10,7% (3)
The uses of Google forms make the atmosphere of reading learning comfortable and enjoyable	3,6% (1)	0% (0)	28,6% (8)	53,6% (15)	14,3% (4)
The uses of Google forms support me to discuss and to share ideas with others	7,1% (2)	10,7% (3)	28,6% (8)	46,4% (13)	7,1% (2)
The online reading test using Google forms require the support of a stable internet network	7,1% (2)	7,1% (2)	21,4% (6)	46,4% (13)	17,9% (5)
I am less concentrated in doing the online reading test with Google forms because there are have time restrictions	14,3% (4)	17,9% (5)	32,1% (9)	28,6% (8)	7,1% (2)
The uses of Google forms effectively make me able to find the main idea of each paragraph from the text	7,1% (2)	7,1% (2)	35,7% (10)	46,4% (13)	3,6% (1)
The uses of Google forms effectively make me able to understand about implicit or explicit various details from the reading material which included figures, locations, and other events	3,6% (1)	14,3% (4)	25% (7)	53,6% (15)	3,6% (1)
The uses of Google forms effectively make me able to find out pronoun of the text	3,6% (1)	3,6% (1)	53,6% (15)	35,7% (10)	3,6% (1)
The uses of Google forms is effective to increase vocabulary skills, so I can know the synonyms and antonyms of a word that is asked in the text	3,6% (1)	7,1% (2)	25% (7)	57,1% (16)	7,1% (2)
The Google forms application display is clear and easy to understand so the reading learning runs well	3,6% (1)	0% (0)	28,6% (8)	50% (14)	17,9% (5)

The uses of Google forms can make me easier to get reading material skills	3,6% (1)	3,6% (1)	28,6% (8)	57,1% (16)	7,1% (2)
The uses of Google forms support me to others for sharing and exchanging ideas that are useful for reading skills	7,1% (2)	3,6% (1)	28,6% (8)	50% (14)	10,7% (3)
The uses of Google forms make me easy to store documents, materials, and tasks that are important to support reading skills	3,6% (1)	7,1% (2)	28,6% (8)	50% (14)	10,7% (3)
The uses of Google forms provide fast feedback so it can make me excited in reading learning	10,7% (3)	0% (0)	42,9% (12)	42,9% (12)	3,6% (1)

Based on table 2, it indicated that the average value of the 19 items was 66, 5 with a standard deviation of 12,854 and the number of respondents was 28 students. Based on the normality curve of the histogram showed that the curve leaned to the right or negatively skewed distribution, meant that the average students expressed agree about the benefits of using Google forms that facilitate reading learning. Standard deviation of 12,854 was less than the mean value of 66, 5 indicated that the result of questionnaires were less varied or homogeneous, it meant that most students have an equal choice of answers. The value of the total answers was categorized according to the range of 19 statements answers for problem 2 of each student which the mean value of 66, 5 indicated that the average of 28 students expressed agree about the benefits of using Google forms that facilitate reading learning.

4. DISCUSSION

a. Students' experience in using Google Form as online learning

Related to the research findings, the results showed that the most of the students were 71% expressed agree about their experience in using Google forms have the benefit and ease of reading learning. As many as 18% of students expressed neutral, 4% of students expressed disagree, 4% of students stated strongly disagree, and 3% of students stated strongly agree about their experience in using Google forms that have the benefit and ease of reading learning. So, it can be concluded that the most of student agree that their experience in using Google forms have the benefit and ease of reading learning namely: the usage of Google form had benefit in reading skill achievement, the usage of Google form had benefit in online examination of reading skill, and had a good implementation in reading learning.

The researcher found that the implementation of Google Forms could save paper in reading test and the students became easy when they were using google forms in online reading test. This result is related to previous research was conducted by Raju and Harinarayana (2016) and Iqbal, Simarta, and Tambunan (2018). The first, Raju and Harinarayana (2016) found that the online web based survey become essential nowadays due to the lesser amount of administration and distribution cost which able to covers larger population, all geographical territories, and isolated area. The second, Iqbal, Simarta, and Tambunan (2018) students are more accessible in the process

of sending and receiving worksheets that are done online. So, it can be concluded that the use of Google forms in reading test could save paper, became easy, and had lesser cost because it could reach out the number of student in the class in one times. The use of Google forms could make easy an implementation of an online reading test. This result in line with the theory according to Castro (2018) and Soni, Hafid, and Hayami (2018: 18). Castro (2018) stated that Google forms can be used in common benefits, such as create surveys, polls, and formative assessment quizzes. Then Soni, Hafid, and Hayami (2018: 18) stated that online application can make the teacher easier to make, to share, to gather tasks without using paper

The use of Google forms could make student faster at completing reading tasks, it could facilitate reading learning if giving audio visual videos on Google forms, could make student easier to understand the content of the readings, and could stimulate student to learn reading well. This result is related to previous research was conducted by Iqbal, Simarta and Tambunan (2018), they stated that by preparing worksheets through the Google forms, it creates a stimulating, interactive learning environment and saves time. This result in line with the theory according to Cakiki, (2016: 74) and Brush, Glazewski and Hew in Sanfu (2013: 113). The first, Cakiki (2016: 74) stated that a common tool of ICT in education support will help the students to use English in a very natural, real, and communicative and stress-free language learning environment.

The second, Brush, Glazewski and Hew in Sanfu (2013: 113) stated that ICT used as a facilitator for students to find out the material, to solve problems, and to provide solution for their problems in the teaching and learning process which means that the knowledge acquisition more accessible and concepts of their learning areas understandable while engaging students in the application of ICT. So, the student easier to understand the content of the readings and could stimulate to learn reading well. Besides, the students thought that they were faster to complete reading assignments using google forms. This result was supported previous research by Herlina, Acim, Misnah, and Rifka (2019), they found that organizing student assignments through google form can be done easily. This result in line with theory according to Sánchez and Alemán (2011:666) in his book that students are able to use data and information from various resources from the internet and able to critically assess the quality of the learning materials by using ICT

b. The quality of online learning through Google Form based on the students' experience

Meanwhile the second finding explain that the students perceive toward reading learning using Google forms showed that most of the students could facilitate, ease, and improve understanding of reading learning which showed that the most of the students were 57% expressed agree about benefits of using Google forms that facilitate reading learning. As many as 32% of students expressed neutral, 4% of students expressed disagree, 4% of students stated strongly disagree, and 3% of students stated strongly agree about benefits of using Google forms that facilitate reading learning. So, it can be concluded that the most of students agree that the use of Google forms could facilitate reading learning namely: improve the reading skill, it had many useful in reading skill, effectively usage in reading skill, and had a good performance in reading skill.

The use of Google forms were effective in enriching student vocabulary so it could improve reading skills, made the student easier to complete reading assignment, and could make atmosphere of reading learning comfortable and enjoyable. Then, the Google forms used video could increase the spirit of reading learning. This result in line with the theory according to Chai, Koh in Sanfu (2013) and Cakiki (2016: 74). The first, Chai, Koh in Sanfu (2013) have stated that ICT develops students' new understanding in their areas of learning. So, ICT provides more creative solutions to different types of learning inquiries so it can produce a creative learning environment.

The second, Cakiki (2016: 74) stated a common tool of ICT in education support will help learners to use English in a very natural, real, and communicative and stress free language learning environment. This result is related to previous research was conducted by Iqbal, Simarta, and Tambunan (2018) and Herlina, Acim, Misnah, and Rifka (2019). The first, Iqbal, Simarta, and Tambunan (2018) found that by preparing worksheets through the Google form, it creates a stimulating, interactive learning environment and saves time. The second, Herlina, Acim, Misnah, and Rifka (2019) found that organizing student assignments through Google form can be done easily. So, the student easier to complete reading assignment by using Google forms.

The usage of Google forms could support student to discuss and to share ideas with others, could support student to others for sharing and exchanging ideas that were useful for reading skills, and could make student easier to intepret the information in the text. This result in line with the theory according to Shahrane, Jamil, and Rodzi (2018: 5-6), Koc in Sanfu (2013), and Sánchez and Alemán (2011). The first, Shahrane, Jamil, and Rodzi (2018: 5-6) have stated that Google classroom in class can be elevated to become a pedagogical or cognitive tool to help in changing teacher-centered to learner-centered and open to inquiry, dialogue, and creative thinking on the part of learners as active participants. It means that the use of google form could support student for sharing and exchanging ideas.

The second, Koc in Sanfu (2013) stated that by using ICT it help students to communicate, share, and work collaboratively at anywhere and anytime. It means that an online teleconference teaching able to initiate a teaching and learning activies simultaneously to a specific discussion. They are able to analyze the problem and ask them to explore the ideas to develop their thinking. The third, Sánchez and Alemán (2011) stated that the students build new knowledge through accessing, selecting, organizing, and interpreting information and data. So, the students are more capable of using information and data from various sources, and critically assessing the quality of the learning materials. This result is related to previous research was conducted by Iqbal, Simarta and Tambunan (2018) found that google forms creates a stimulating, interactive learning environment and saves time.

The use of Google forms make student more easier to get reading material skills, and make student easy to store documents, materials, tasks that are important to support reading skills. This result in line with the theory according to Brush, Glazewski, and Hew in Sanfu (2013) and Sánchez and Alemán (2011). The first, according to Brush, Glazewski, and Hew in Sanfu (2013), ICT can be used as a tool for students to discover learning topics, solve problems, and provide solutions to their problems during teaching and learning process and the role of ICT made the acquisition of

the knowledge more accessible. The second, Sánchez and Alemán (2011) have stated that based on learning through ICT, students are able to use the information and data gathered from various resources and able to assess the quality of the learning materials critically.

This result is related to previous research was conducted by Iqbal, Simarta and Tambunan (2018) and Herlina, Acim, Misnah, and Rifka (2019). The first, Simarta and Tambunan (2018) found that teachers and students are more accessible in the process of sending and receiving worksheets that are done online. This result supported previous research by Herlina, Acim, Misnah, and Rifka (2019) found that the student can access google forms through student communication devices that are already using the android operating system and organizing student assignments through google form can be done easily.

5. CONCLUSION

From the research that has been done about student experience who are receiving reading learning through Google forms and students perceive toward reading learning using Google forms in at the eighth grade students of junior high school in Sragen, the researcher conclude that data collected from the students experience who are receiving reading learning through Google forms showed that 71% of the respondents thought that their experience in using Google forms had the benefit and ease of reading learning. The majority of the students thought that their experience in using Google forms had the benefit and ease of reading learning.

The students perceive toward reading learning using Google forms showed that the majority of the students thought the use of Google forms could facilitate, ease, and improve understanding of reading learning. Data collected from the students perceive toward reading learning using Google forms showed that 57% of the respondents thought the use of Google forms could facilitate and could ease reading learning.

For the future researchers, the use of Google forms were effective in enriching student vocabulary so it could improve reading skills, made the student easier to complete reading assignment, and could make atmosphere of reading learning comfortable and enjoyable.

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