

PERCEIVE USEFULNESS IN USING GOOGLE FORM IN THE LEARNING ENGLISH

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ABSTRACT

The aims of the research were: to analyze perceived usefulness in using Google Form in the learning English. This study was descriptive qualitative research. In collecting the data, the researcher used questionnaire to student and interview to teacher. To collect the data of the questionnaire the researcher used the table questionnaire by Google Form. The researcher used Source triangulation, Triangulation technique and Time triangulation to check validation. The result of the research the result of the research, it can be concluded that from several questionnaires using Google Form in learning English can help the student, the learning more interesting, can save time, save energy, and enhance the students' English skills. But the other side using Google Form in learning English waste of cost and it needs stable internet connection.

Key Words : Students Acceptance, Google Form, Online Learning, Learning English

INTRODUCTION

E-Learning has become a new trend in teaching methods and is recognized as the most suitable way of learning. E-learning is a learning process that uses information and communication technologies that are available for students to learn anytime and anywhere (Dahiya, 2012 in Wiwin Hartanto 2019). Many organizations and educational institutions use e-learning. It can achieve the same effect as conventional training with lower costs. The development of e-learning is more expensive than the preparation of training materials and trainers, especially when using multimedia and interactive methods.

However, the cost of providing e-learning (including the cost of web servers and technical support) is less than the cost of the classroom, classroom time, student travel, and time lost in the classroom. According to M. Anthony and Pauline (2018), e-learning is usually referred to as the intended use of networked information and communication technologies in teaching and learning.

A Learning Management System can support activities in the teaching and learning process by planning online tutorials, virtual learning and interesting discussion forums for students. Katz (2000) in Adnan (2021) stated that a Learning Management System is a

software program associated with a file that contains descriptions, courses, and content. Swart (2016) & Zanjani et al. (2018) in Binyamin et al. (2019) report that many universities still use LMS as the most popular medium for e-learning. Using an LMS helps teachers to face the online teaching and learning process effectively. Based on the results of an interview with some English teachers at a public school in Surakarta, Central Java. Teachers use several platforms to support online classes, one of which is Google Form.

The functions of Google Forms for Education include providing online exercises/tests through the web, collecting public opinion, collecting various data about students and teachers, creating online registration forms for schools and providing online. This includes distributing surveys to people. Additionally, you can use Google Forms to assess your students' English proficiency.

Using Google Forms for students who cannot participate in assessment activities, teachers have an alternative method of assessment that is done offline for students at home, as is done during the offline learning process. Studies on the use of Google as a learning medium, assessment, registration form and behavior have been conducted by many researchers including (Batubara, 2007;

Fauzi, 2014; Fatria, 2017; Vasantha Raju & Harinarayana, 2016). High schools in Indonesia also use Google Forms as an assessment tool. Google Form can be considered by teachers as a teaching evaluation tool and an alternative to creating questions online (Thohir & Muslimah, 2020).

Understanding student acceptance of the use of learning media is the most important step in improving and growing e-learning success. This allows teachers to understand the impact of perceived usefulness on students' intentions and attitudes towards use. It is very important to understand how effective e-learning can be implemented (Kohan and Durante, 2003, Amer, 2013 & Benjamin & Derrick 2020).

Researchers used the TAM method to test students' acceptance of technology. The Technology Acceptance Model (TAM) is an excellent theoretical tool (Park, 2009), popular (Priyanka and Kumar, 2013), and provides a powerful and simple explanation (Davis, 1989).

In this article, we discuss about perceive usefulness in using Google Form in the learning English.

RESEARCH METHOD

The research was conducted at the tenth grade one of public school in Surakarta, Central Java in the academic year 2022/2023. This study was descriptive qualitative research. The research was conducted on August in 2022/2023 academic year. The subject of this research was the students TP 01 and TP 02 with 40 students.

In collecting the data, the researcher used questionnaire to student and interview to teacher. To collect the data of the questionnaire the researcher used the table questionnaire by Google Form. To analyze the data, the researcher used qualitative data.

The process analysis the data using the Miles & Huberman (1994 : 10) data source must be analyzed in four steps as well as the analysis of the data: 1) data collecting, 2) data reduction, 3) data display, and 4) conclusion drawing.

The validity of the data in this study carried out by triangulation.

According to Sugiyono (2016) there are three types of triangulation, namely: 1. Source triangulation; 2. Triangulation technique; and 3. Time triangulation.

In this study, the data used were the results of student interviews, documentation,

and student test results (Tatag, 2010 in Rahmawati et al.,2015). The sources of data in on the expert, the source of the data would be from the interview, questioner, and observation.

The answer to the questionnaire calculated by the Likert Scale. The range of the answer from the Likert scale as follows:

Table 3.1 (Likert, 1932)

NO	ANSWER	VALUE
1	Strongly Agree/always/very	5
2	Agree/ often/ positive	4
3	Doubt/ sometimes/ neutral	3
4	Disagree/ almost/ negative	2
5	Strongly Disagree/ never/ very	1

RESULT AND DISCUSSION

A. RESULT

In this part, the answers of the stated problem were described by the researcher. The problem of this study was about How do the students perceive usefulness in using Google Form in the learning English.

The result of the questionnaires by the respondent can answer the problem statement about Perceived usefulness in using Google Form in the learning English. Here are the results of the questionnaire data obtained for each item

At this point was focus on the first the problem statement of the Perceived usefulness in using Google Form in the learning English for the students were divided into 6 indicators: 1) Acceleration of work in the use of Google Form in learning English 2) Performance improvements in using Google Form in

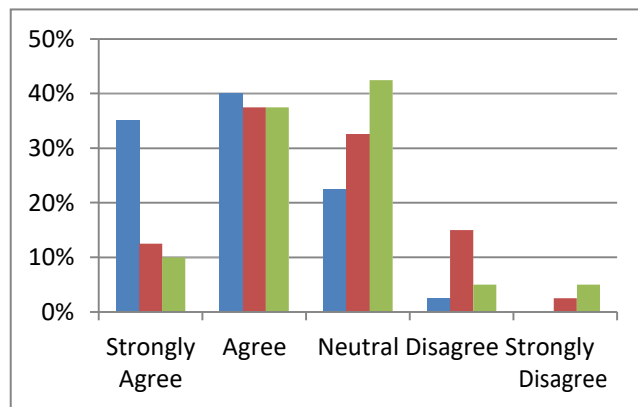
learning English, 3) Increased productivity in the use of Google Form in learning English, 4) Effectiveness in using Google Form in learning English, 5) Ease of work in the use of Google Form in learning English, 6) Usefulness of Google Form in learning English. The questionnaires item can be seen on the table 4.1, table 4.2, table 4.3, table 4.4, table 4.5, and table 4.6 below,

Problem Statement	No	Indicators	Items
Perceived usefulness in using Google Form in the learning English	1	Acceleration of work in the use of Google Form in learning English	3
	2	Performance improvements in using Google Form in learning English	3
	3	Increased	3

		productivity in the use of Google Form in learning English	
	4	Effectiveness in using Google Form in learning English	3
	5	Ease of work in the use of Google Form in learning English	3
	6	Usefulness of Google Form in learning English	3

B. DISCUSSION

1. The acceleration of work in the use of Google Form in learning English

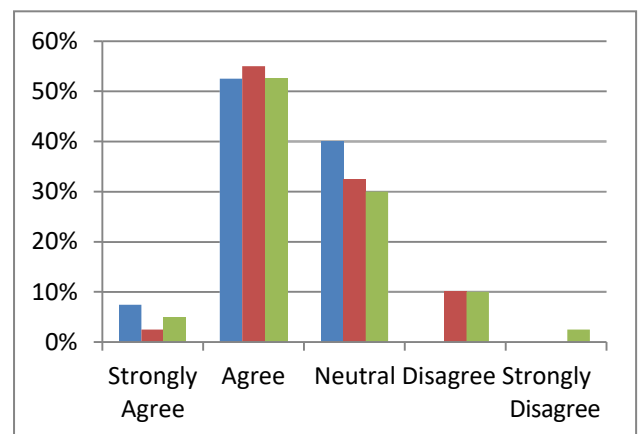


- : I can finish my tasks more quickly using Google Form
- : I am not skilled enough to use Google Form during English lesson
- : When using Google Form, I become more

interested in learning English

Based on the first indicator, it can be inferred from the teacher interview and student questionnaire results regarding the use of Google Form to accelerate learning of English that the majority of students believed this to be the case. The usage of Google Forms in English instruction helped students be more productive and enhanced their learning opportunities. According to the research's findings, the majority of students—40% of them—expressed agreement that utilizing Google Forms accelerated their learning process and was advantageous. This result in line with the theory according to Castro (2018) stated that Google forms can be used in common benefits, such as create surveys, polls, and formative assessment quizzes.

2. Performance improvements in using Google Form in learning English

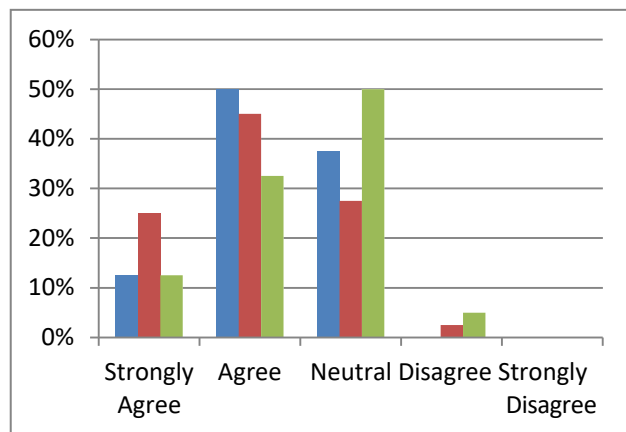


- : Using Google Form helps me learn new words
- : Using Google Form helps me to improve my writing skill

■ : Using Google Form helps me improve my speaking skill

Based on the second indicator, it can be determined that the majority of students agreed that using Google Form enhances their performance in learning English from the results of the teacher interview and student questionnaires concerning performance improvements. The use of Google Form helped to broaden vocabulary and enhance speaking and writing abilities. This finding is consistent with earlier research by Iqbal, Simarta, and Tambunan (2018), who claimed that creating worksheets using Google Forms fosters an engaging, dynamic learning environment..

3. Increased productivity in the use of Google Form in learning English



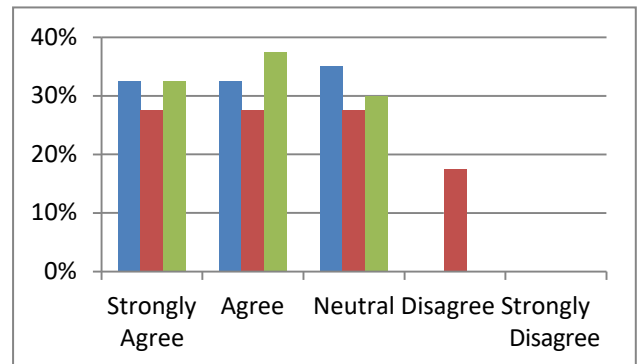
■ : Using Google Form makes me more productive

■ : Google Form is helpful during online learning

■ : Google Form increases my learning productivity

According to the third indication, the majority of students believed that using Google Form boosted their productivity, according to the results of an interview with the teacher and surveys given to the students regarding their usage of Google Form to study English. Google Forms were useful for online learning when learning English. According to Chai, Koh and Sanfu (2013), ICT helps students gain new insights in their subject areas of study. ICT can therefore create a creative learning environment by offering more inventive responses to various learning enquiries.

4. Google Form increases my learning productivity



■ : Using Google Form saves much energy

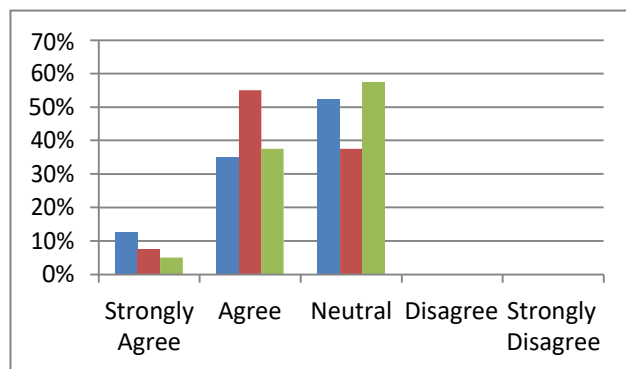
■ : Using Google Form saves much cost

■ : Using Google Form saves much time

Based on the fourth indicator, the result of interview to the teacher and questionnaires to students about effectiveness in using Google Form in learning English can be concluded that most of the students most students thought that using Google Form made them more effective. Most students agreed that it was more energy,

time and cost efficient to use Google Forms in learning English. According to 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. 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 could save paper, became easy, and had lesser cost because it could reach out the number of student in the class in one times. Koc in Sanfu (2013) stated that by using ICT it help students to communicate, share, and work collaboratively at anywhere and anytime

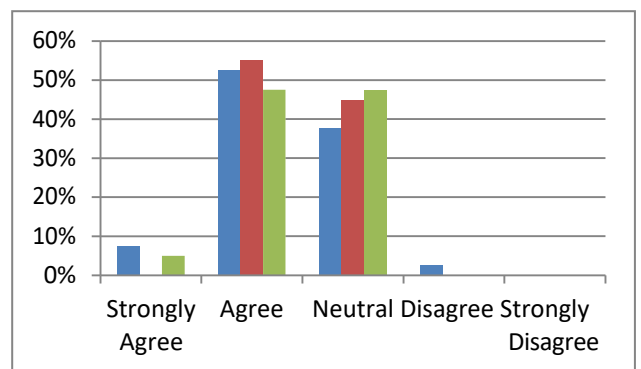
5. Ease of work in the use of Google Form in learning English



- : English lesson becomes more interesting when using Google Form
- : When using Google Form, there is possible troubles in internet connection
- : I use Google Form to provide multi approaches in learning English

Based on the fifth indicator, it can be determined that the majority of students believe using Google Form for learning English was simple from the results of the teacher interview and student questionnaires about the ease of work. Nonetheless, some students contended that accessing the Google Form occasionally had internet network issues. This finding confirmed earlier research by Herlina, Acim, Misnah, and Rifka (2019), who discovered that managing student assignments using Google Form is simple and that students can access Google Form through student communication devices that are already running the Android operating system..

6. Usefulness of Google Form in learning English



- : I think the use of Google Form is useful in learning English
- : I am confident in using Google Forms in learning English
- : The Google form can be used to provide feedback and receive feedback from students

According to the sixth indicator, the majority of students believed that using Google Forms was helpful in learning English, according to the results of the teacher interview and the student questionnaires regarding the topic. Most students felt comfortable using Google Forms to study English because of its convenience. Iqbal, Simarta, and Tambunan (2018) discovered that using Google Form expedites the learning process and fosters a stimulating, participatory environment.

CONCLUSION

With the use of Google Form, it shows advantages and disadvantages impact for both the students and the teacher. The result showed that the use of Google Form offers a lot of

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benefits to the students: 1) using Google Form helps the students to improve English skills; 2) Google Form can make English class more interesting; 3) during using Google Form sometimes had a server trouble 4) using Google Form only effective in the area with a good signal learning by the use of Google Form effective to explain and discuss English material

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