

**TEACHER AND STUDENTS PERCEPTION OF USING
GOOGLE FORM APPLICATION IN READING
ASSESSMENT AT FIRST SEMESTER OF NINTH
GRADE OF SMPN 18 BANDAR LAMPUNG
IN ACADEMIC YEAR OF 2023/2024**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements
for the Bachelor Degree**

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ABSTRACT

This research starts from the existence of information and communication technology (ICT) in the world of education. Technology is developing rapidly in the world of education. Not only as a learning resource, technology now has many benefits in education, such as as a learning assessment tool, especially English reading skill. Success in the reading assessment via Google Form depends on the engagement process, which starts with students' perceptions of the educational actors. However, knowing teachers and students perception in reading assessment using Google Form is important. Based on students perception teachers can evaluate the media used in teaching and assigning reading task so that there is no obstacle faced by students in their online assessment. Based on the problem, the researcher is interested in studying the teachers and students perception in assessing reading using Google form application in assessing reading at the first semester of SMPN 18 Bandar Lampung academic year 2023/2024 and aims to find out how teachers perception of using Google form application in assessing reading and student's perception of using Google Form as media for assessing reading.

The research used qualitative descriptive methods. The subjects of this research were ninth grade students at SMPN 18 Bandar Lampung. Researcher took research samples from classes IXA and IXB, totaling 30 students and two English teachers.. Data collection techniques use interviews and questionnaires. Researcher analyzed the data using three steps, namely data reduction, data display and conclusion.

Based on the research result, it can be concluded that from the interview the teachers and questionnaire from the students its have positive perception. Because Google Form is very easy to use and makes the teacher's job easier in giving assignments. Apart from that, teachers also think that students also enjoy using Google Forms as an online reading assessment tool. The second survey was based on the reading assignments that students had completed. As a result, the student's test results were in the best category. This achievement is with an average student score of 85,33 the score range is 60-100 and the median is 90. Lastly, observations made through the use of Google

forms showed that students were enthusiastic about participating, completing assignments, and using Google forms.

Keyword: Perception, Google form, Reading Assessment, Descriptive qualitative research.



DECLARATION

I, a student with the following identity:

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YEAR OF 2023/2024

declare that this thesis is completely my own work. I am fully responsible for the contents of this thesis. The opinions of other researchers or research findings contained in the thesis are quoted or cited in accordance with ethical standards.

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

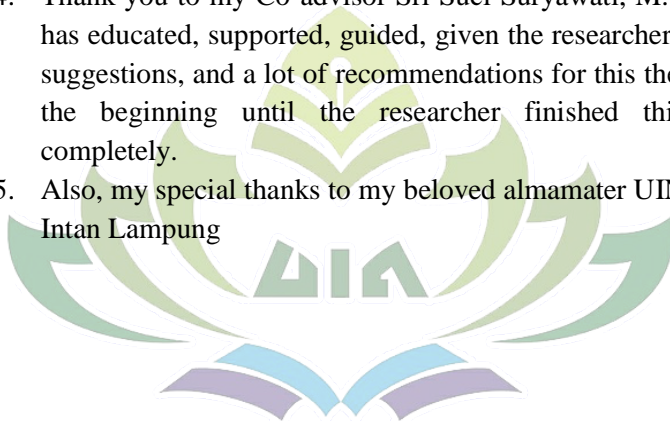
1. Nun. By the pen and what they write.”(Q.S. Al-Qalam:1).



DEDICATION

This graduating paper is dedicated to:

1. First of all, thank you to Allah SWT my lord almighty who has guided me to face everything in this extraordinary world.
2. My parents, Mr. Mashudi, SP and Mrs. Misini for showing faith in me and giving me their best support, motivation, and wishes.
3. Thank you to my academic Advisor Rohmatillah, M. Pd who has educated, supported, directed, guided, and given the researcher advices, recommendations for this thesis from the beginning until the end. Hence, this thesis was so complited.
4. Thank you to my Co-advisor Sri Suci Suryawati, M. Pd, who has educated, supported, guided, given the researcher advices, suggestions, and a lot of recommendations for this thesis from the beginning until the researcher finished this thesis completely.
5. Also, my special thanks to my beloved almamater UIN Raden Intan Lampung



CURRICULUM VITAE

Siska Okta feronika was born on October 22nd, 1999 in Donomulyo, Bumi Agung, Lampung Timur. She was famously called by his friends, Feronika. Feronika is the 3rd of 4 children. In the other hand, in a free time Feronika likes to play badminton, work out, run, and reading novel.

In academic background, Feronika accomplished his formal education at SDN 4 Donomulyo in 2005 and he graduated in 2011. In the same year, he continued his study at SMP Negeri 1 Bumi Agung and graduated in 2014. Then he continued to MAN 1 Metro and graduated in 2017. After that, he continued his study at UIN Raden Intan Lampung in 2017, and he was joined in PMII (Pergerakan Mahasiswa Islam Indonesia) and ESA (English Student Asociation).



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Praise to be Allah Subhanahu wata'Allah the Almighty God, the most merciful and the most beneficent, for blessing me with his mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled "An Analysis of Using Google Form Application in Assessing Reading at the Ninth Grade Of SMPN 18 Bandar Lampung in Academic Year 2023/2024" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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6. All of staff who have helped the researcher in processing of graduating administration.
7. All of my friends who I could not write one by one.

Finally this graduating paper is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from readers for the improvement of the graduating paper.

Bandar Lampung, December 2023
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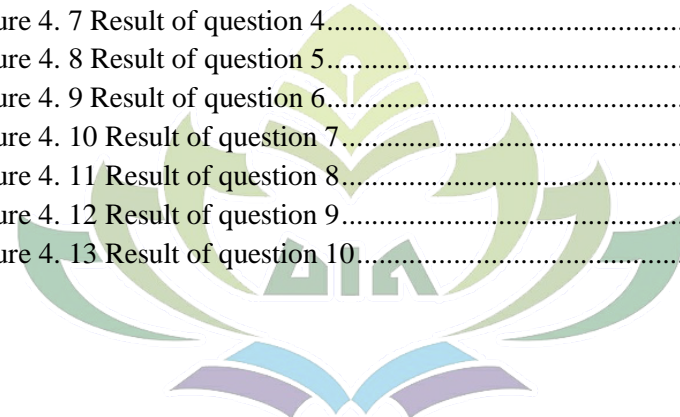
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CHAPTER I INTRODUCTION

A. Title Confirmation

1. Analysis

In general, analysis is an activity whose activities are in the form of describing, distinguishing or even classifying something to be grouped based on criteria. According to Elliston, something that can be analyzed is in the form of ideas, words, proportions or experiences.¹ In this study the reseacher analyze the teachers and students perception of using google form in assessing reading. Especially in reading procedure text.

2. Google Form

Google forms is a software a produced by Google. Google forms is a web-based application used to creat forms for data collection purpose. The teacher and student can be used to creat surveys and can be shared online. Google Form can be modified as software to conduct online test or assesment. Web form- based can be shared with responden by sending link, sending email message, or embedding it in web page or blog post.² In this study, google form is the object observation as media for assessing reading.

3. Reading

Reading ability is a communication tool in written language through the form of text. It is an effecient way to obtain information about various aspects of life, including science and technology. By reading people can get the information. Reading has a very important role and become a daily necessity for human life to get the information more. Richard and Schmidt in Richard define reading skill as the ability needed to practice readig skill, such as disquishing main idea,

¹ Eliaton in Stephen Petrina, "Method of Analysis", *University of British Coloumbia*, researchgate (2021) <https://www.researchgate.net>

² Dr.R.Shivakumar, "Google Form in Education", *Jurnal of Contemporary Educational Research and Innovation*. Vol.9, No.1(2019): 35-39 <http://www.jceri.com>

understand sequences, pay attention to specific detail, draw conclusions, make comparisons, and make prediction.³

Reading ability in this study focus on reading texts. The reading text that become the material for this study is procedure text. The selection of procedure text as material for assessing reading has been adjusted by researcher with the syllabus used by the school concerned.

4. Assessment

Assesment is the way to identify the weakness and strongts the ability of student. According to Brown assessment refer to a set of measures used to determine the complex atributes of an individual or group individual, it necessary to collect and interpret information about the level of students of achieving learning objectives.⁴ This assessment uses a multiple choice form.

5. SMPN 18 Bandar Lampung

SMPN 18 Bandar Lampung is one of the educational units with a junior high school level. In carrying out its activities, SMPN 18 Bandar Lampung is under the auspices of the Ministry of Education and Culture. SMPN 18 Bandar Lampung is located in the Gulak Galik, North Betung, Bandar Lampung, Lampung. SMPN18 Bandar Lampung consists of 1261 students, 45 teachers, 27 classes, 36 subjects and 16 extracurriculars.

B. Background of the Problem

Technology is always developing and influencing humans life, especially in teaching and learning activities. Previously teaching and learning activities took place conventionally by using common media such as books, blackboards, radio, tape, video etc. Currently, learning activities

³ Richard and Schmidt in Hijril Ismail, "Improving the Student Reading Skill trought Translation Method", *Journal of English Education*, Vol.2, No.2 (2017): 126 <https://usnsj.com/index.php/JEE/article/view/2.2.124-131>

⁴ Brown inTomas de Aquino Caluyua Yambi, "Assessment and Evaluation in Education" researchgate (2021), <https://www.researchgate.net/publication/342918149>

are changing by using technology such as computers, the internet and digital sources such as YouTube, WhatsApp, Google and other educational platforms. Information and communication technology is currently widely used in education. In the 21st century, teachers have more skills, especially in technology. Because teachers will involve technology in various actions and are called “digital natives”.⁵ Through ICT, teaching and learning activities can be done anytime and anywhere. Choosing the right and appropriate type of ITC is very important, because it helps students learn effectively and can encourage students to collect information and material from various sources. By using technology, learning and interactive students are increasing. Students also feel that using technology is more interactive and has many interesting things and studying about knowledge becomes more fun and effective.

Computers and the internet are not only used as tools for delivering materials in class, but also as assessment tools for evaluating student performance. Meyen states that various assessments can be carried out with new technology. E-assessment has become an issue regarding its development in evaluating student learning. Online examinations have several terms, including online test, e-assessment, e-examination, online assessment, web-based assessment, and computer-based assessment.⁶

As part of the technology that is useful in language learning, the development of innovative language teaching materials, especially English based on communication technology, is oriented towards the communicative needs of students and, most importantly, can encourage students to learn English.⁷ English is needed to communicate with various

⁵ Kennedy, Latham and Jacinto Helia, “*Education Skill for 21st Century Teacher, Voice Form a Global Online Educator Forum*”. (New York:SpringerBriefs in Education. 2016).2

⁶Meyen in Badi’atul Azmina, Mar’atus Sholihah and Agung Guritno, The University Student Perception of Online Examination Using Google Form, *Journal Britania*. Vol.1 No.1 (2017):121

⁷ Sari, Suryani, Rochsantiningsih and Suharno, “The Development of Android-Based Smartphone Learning Application on Teaching Reading

countries. English needs to support the development of science and technology and the demands of an increasingly advanced and modern era. One of the important English skills to learn and master is reading. The importance of reading skills in the global era makes it mandatory for everyone to master them, including students. Mastering reading in English can improve your reading skills. In addition, the student will also understand the outline of a text quickly, so that the student will save more time. To measure how much a student's reading ability, reading assessments are held on English courses.⁸

There are several methods that can be used to do reading assessment, one of which is Google form. Google forms application is one of the new application used in reading assessment because, currently, the world of education cannot be separated from the development of digital penetration. Google form, which is media in the form of a free web-based data collection tool which is part of Google product. Google form has many supporting features, such as Google form, which can be used to make quizzes, surveys or registration sheets. In doing quizzes and many other sports, teachers can do multiple quizzes with various models, such as multiple choice, essay, drag and drop. They can also add audio, pictures or links.⁹ Google form as a technology-based teaching tool is believed to be able to motivate students in learning and make it easier for students to do assignments from home.

According to Agarwal, there are many reasons why this Google form is perfect for doing quizzes or surveys online. The reason is that someone can easily create the quiz and it can be shared easily. Also, participants can use a link that can be shared by email, WhatsApp, telegram etc. The quiz can be distributed to a large number of participants by saving time and paper.

Comprehension”, *International Journal On Science, Matchematic, Environment and Education*, (2019):7

⁸ Nining Fitriani, The Student Perception of Reading Examination Using Google form, *E-Journal of Linguistic*. Vol.15 No.1 (2021):48

⁹ Dr.R.Shivakumar, “Google Form in Education”, *Jurnal of Contemporary Educational Research and Innovation*. Vol.9,No.1(2019): 35 <http://www.jceri.com>

Participants can also send their responses using a mobile phone or computer.¹⁰ Google forms are widely used by teachers for assigning multiple choice or essay assignments. It allows teachers to create each class with their division, and their own students to distribute the assignment directly, and the teacher can see the student grade directly from the Google forms, and it also offers features that can encourage students to do their assignment directly.

In addition to requiring mastery of the subject matter, success in the reading assessment via Google Form depends on the engagement process, which starts with students' perceptions of the educational actors.¹¹ Everyone's ability to perceive things clearly is crucial even before they actively participate in any given activity. This is due to the fact that much thought must be given before acting in order for an activity to be both profitable and truly appropriate. A person will keep establishing contact with the surroundings and the tasks at hand through perception. The most important thing for them to do is to communicate how they feel about the reading exam, since this will influence their motivation to do well on the exam.¹²

Relate to the above, the researcher conducted early observations regarding the English subject at SMPN 18 Bandar Lampung. Starting from observation classroom learning, after that the researcher conducted an interview with the English teacher at SMPN 18 Bandar Lampung, regarding difficulties in English test. The result obtained, English teacher said, the difficulty in English test is in carrying out the reading assessment because she had to prepare so much paper to be distributed to the students, spend much of money to buy the paper and difficult when compose question.

¹⁰ Agarwal in Firash Fati Ali, "Use of Google Form in Teaching and Assessing English Phonology", *Journal of Barsa Research for Human Science*. Vol. 43, no. 4 (2018):20 <https://iasj.net/iasj/article/155932>

¹¹ Nining Fitriani, The Student Perception of Reading Examination Using Google form, *E-Journal of Linguistic*. Vol.15 No.1 (2021):48

¹² Ibid

Because of these difficulties, the English teacher at SMPN 18 Bandar Lampung tried to use the google form in reading assessment. According to English teacher using google form really helped her in making assessment because it saves paper, saves time to correct answer and teacher can see the percentage of assessment easily and accurately in the features available on the google form. As well as making it easier for teacher to condition the collection of task, because in the google form application you can set the time for collecting the task. If it exceeds the specified time then the answer will not be record. But in using google form also has a problem. Perceived constraints are regarding the sinyal network. If the signal is unstable then the answers students have chosen it can be disappeared and students have to start over.

Based on the problem above, the researcher is interested in studying the teachers and students perception in assessing reading using Google form application. It is necessary for researcher to studying this research more deeply with the title “An Analysis of Using Google Form Application in Assessing Reading at First Smester the Ninth Grade of SMPN 18 Bandar Lampung in Academic Year of 2023/2024”.

C. Focus sub focus of the Research

This research focuses on analysis of Google form applications in assessing reading. The sub-focus of this research are analysis of the teachers and students perception using Google form application in assessing reading of procedure text.

D. Problem Formulation

Based on the background and the sub focus of the research, the problem formulation is as follow:

1. What are the teachers perception of using Google form as media for assessing reading?
2. What are student’s perception of using Google Form as media for assessing reading?

E. Objective of the Research

1. To find out how teachers perception of using Google form as media for assessing reading.
2. To find out how students perception of using Google Form as media for assessing reading.

F. Significance of the Reseach

The significances of the research follow:

1. Theoretically
 - a. The result of this study can strengthen the theory regarding the using of google form application in assessing reading.
 - b. The result of this study can strengthen the theory regarding teachers perception on the using assessing tool in the form of google form.
 - c. The result of this study can strengthen the theory regarding students perception on the using assessing tool in the form of google form.
2. Practically
 - a. To the teacher
From this study can provide an overview of the results the use of google form in assessing reading and students responses during assessing reading by using google form.
 - b. To the school
From this study, it is hoped that this research can be a reference for schools to be able to hold training on Information Communication Technology (ICT) based learning assessment tools, one of which is through Google Form as a learning support, especially in English subjects in junior high schools. Thus, the learning assessment tool no longer uses conventional methods, but changes to follow technological changes in the world of education.
 - c. To the researcher
From this study it can be described that using the media innovative assessment is needed to improve response students and their learning motivation. Researchers know and add insight into using google form.

G. Relevance of Studies

There are previous researches which relevant to this study. First, research by Dewi Kurniawati and Sri Lestari entitled “Using Google Form for Online Listening Test: Does it work?”. The researcher uses Google Form to do a listening test for UIN Rain Intan Lampung students and to find out the responses about using Google Form as a test medium.¹³

The second research, from Musdalifah Yakop, Muhammad Basri and Murni Mahmud, entitled “Teachers Perception in Google form –Based English Assessment in An Indonesian Vocational High School”. In this research, the researchers analysis of the teacher perception in English assessment by using Google form. This research uses qualitative research. The instrument used were observation, interview and documentation. The result of this research, the researchers found that the teacher perception in two classified, namely highly and moderately perceived. Besides that the positive feature of the Google form as an EFL assessment is considered more efficient, practical, simple and save more time, money and energy.¹⁴

The third research, from Nining Firiani, is entitled “The Student Perception of Reading Examination Using Google Form”. The researcher uses the Google Form to do examinations of reading and to find out the student's perception of the reading examination by using the Google form. The result of this research is most students' responses that examination reading in Google form is not effective.¹⁵

Fourth, Nuril Shofiyatul Janah, is entitled “A Study of Student Perspective on Using Google form as A Reading Assessment”. In this research, the researchers analysis of students

¹³ Dewi kurniawati and Sri Lestari, ”Using Google Form For Online Listening Test: Doest It Work?” ,*English Education:Jurnal Tadris Bagasa Ingris*, vol. 13, no. 2 (2020): 1, <https://ejournal.radinintan.ac.id/index.php/ENGEDU>

¹⁴ Musdalifah Yakop, Muhammad Basri and Murni Mahmud, entitled “Teachers Perception in Google form –Based English Assessment in An Indonesian Vocational High School”, *Journal of English Language Teaching*, Vol. 8, No.2(2021):278, <https://doi.org/10.26858/eltww.v8i2.22145>

¹⁵ Nining Fitriani, “The Student Peception of Reading Examination Using Google Form”, *e-journal of Linguistic*, vol. 15, no. 1 (2021): 1, <https://ojs.unud.ac.id/index.php/eol/index>

perspective reading assessment through Google form and the obstacles faced by students on reading assessment through Google form. This research uses descriptive qualitative. The data are collected using questionnaire and interview. Based on the result, this research found that there are some difficulties faced by students. The most common problem is internet access.¹⁶

The latest research, from Ba'diatul Azmina, Mar'atusholihah and Agung Guritno, entitled "The University Students Perception Of Online Examination Using Google form". This research, the researchers analyzed the perception of each level about Google form online examination. In this research used mix-method research. Quantitative research and qualitative research. The collection data are test, questionnaire and document analysis. The result of this research found that the perception of Google form online examination different from each level.¹⁷

H. Research Method

1. Research Design

Research is an activity about investigating and evaluating. According to Creswell, research is a process of steps used to collect and analyze information to improve our understanding of a topic or problem you are involved in solving problems on a daily basis and you start with a question, gather some information, then form answers, meaning that research is a process or steps whose purpose is to obtain information from research that has been carried out.¹⁸ This research is qualitative research that includes qualitative descriptive, because the results will be presented with descriptions rather than numbers.

¹⁶ Nuril Shofiyatul Jannah "A Study of Students' Perspective on Using Google form as A Reading Assessment", (thesis, Universitas Muhammadiyah Jember 2021),1.

¹⁷ Ba'diatul Azmina, Mar'atusholihah and Agung Guritno, entitled "The University Students Perception Of Online Examination Using Google form", *Journal Britania*, Vol.1, No.1 (2017):120 <https://123dok.com/document/qvr57ggy-university-students-perception-online-examination-using-google.html>

¹⁸ J. W Creswell, *Educational Research: planning conducting and evaluating Quantitative and Qualitative Research 4 edition* (Boston: Pearson 2002), p.3

Creswell said qualitative research is a process of understanding inquiry based on different methodological traditions from investigations that explore social or human problems. intended to explore and understand the meaning that individuals or groups give to social or human problems.¹⁹ Qualitative research projects can vary with disciplinary backgrounds, such as psychologists seeking an in-depth understanding of human behavior and the reasons that govern it. While the purpose of qualitative descriptive research is to describe a phenomenon and its characteristics.²⁰ This research uses qualitative descriptive to describe the use of Google form in assessing reading at 9 grade SMPN18 Bandar Lampung.

2. Data Source

a. Primary Data Source

Primary data is the thesis object that is used as the result of the analysis, whereas in this research the primary data source is interview with the teacher about the difficulties conduct reading assessment.

b. Secondary Data Source

Secondary data means sources that can help researchers to complete this research. Meanwhile, this thesis uses journals, books, and articles to complete research and find supporting instruments and theories.

3. Research Instrument

Instruments are tools or facilities used by researcher to collect data to find good results. This means that research instruments are what you use to collect information (data) to answer your research questions. Sugiyono stated that in qualitative research the instrument is the researcher, therefore the researcher must validate himself on his ability to

¹⁹ Ibid, p.16

²⁰ Hossein Nessaji, *Qualitative and Descriptive Research: Data Type versus Data Analysis*, (University of Victoria, Canada, 2019, vol.19(2)129-132).p.129

conduct research.²¹ It indicates that they emphasized that the human is used as a qualitative research instrument with data coming from words, images and statistics. The researcher used task, interview and questionnaire.

a. Task

In general task is typically an allocated item of labor that must be completed in a specific amount of time. Another definition a task is a piece of classroom work that requires a student to comprehend, use, produce, or interact in the target language while their attention is primarily directed toward meaning rather than form.²² Brown in Meisuri, develops the idea of a mission that seems to encompass the basics. He describes a task as an action that:

- 1) Meaning comes first.
- 2) Some communication issues need to be resolved.
- 3) There is some kind of connection to analogous activity in the outside world.
- 4) Getting the job done has some priority.
- 5) The task's evaluation is based on its results.²³

In this study, tasks were used to test the effectiveness of using Google Forms in reading assessment. The questions have been created by English language teachers with the theme of text procedures. This task is created in the form of a Google form. task distribution process by sharing the Google Form link via WhatsApp group.

b. Questionnaire

According to Arikunto, the questionnaire is a list of questions that is given to the respondent to get their

²¹ Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Alfa Bandung, p.205

²² Meisuri, "Language Learning Through Task and Activities", *Jurnal English Education*, Vol.6, No.1 (2014):42

²³ Ibid

response based on the questions.²⁴ This means that the questionnaire is a tool to get information using a set of questions. Based on Schuman and Presser, there are two types of questionnaire ;²⁵

1) Open ended questionnaire

An open-ended questionnaire allows the responder to freely answer questions according to their own interpretation and justification; they are not constrained by predetermined response possibilities.

2) Close ended questionnaire

A closed-ended questionnaire is one in which the responder is firmly restricted to a limited number of possibilities from which to select, rather than being given a sufficient range of answers to choose from.

This survey is aimed at students separately. Surveys were conducted and distributed to students in the form of Google Forms. In this research, researcher used an close-ended questionnaire. The first step, the researcher distributed the link to students via the WhatsApp group and to teacher shared it private message via WhatsApp. After that, the researcher guided the students on how to fill out the questionnaire. If all students have finished answering the questionnaire, students can send it by pressing the send button. After that, researcher can find out student responses and teacher responses to the use of Google forms in assessing reading.

²⁴ Ari Kunto in Akmal Faezal Latief, A Descriptive Study of Learning English By Using English Translation of Al-Quran In GNB English Course, UIN Surakarta (2020) :39, <https://eprints.iain-surakarta.ac.id.pdf>

²⁵ Schuman and Presser in Yakubu Sabo Abdulloh, Introduction to Archictural Research Method:Questionnaire Research Method (2019):4 https://www.academia.edu/39137163/Questionnaire_Research_Methodology

Table 1. 1 Specification of Questionnaire

No	Point	Item
1.	Experience	1,3,6
2.	Motivation	4,5,7,8,9,10
3.	Emotion	2

c. Interview

One qualitative research method that uses questioning to get data is interviewing. Two or more people participate in an interview, one of whom is the questioner. Esterberg proposed several types of interviews, namely structured, semi-structured and unstructured interviews.²⁶

1) Structured Interview

The same questions are asked of every responder in this structured interview, and the data collector notes the answers. Multiple interviewers can be used as data collectors with this structured interview method. Prospective interviewers must receive training in order for each interviewer to possess the same set of skills. Other than needing to bring an instrument, when conducting an interview. Data collectors can also use things like brochures, images, tape recorders, and other items to assist the interview go more easily as a guide for conducting interviews.

2) Semi - Structured Interview

Compared to organized interviews, this kind of interview falls under the category of in-depth interviews, where its use is more flexible. When asking the subject of the interview for their thoughts and opinions, the goal of this kind of questioning is to identify issues more candidly. when carrying out interviews. It is imperative for researchers to pay close attention to what the informant says and record it.

²⁶ Esterberg in Sugiyono, “*Mrtode Penelitian Kuantitatif, Kualitatif dan R&D*”, (Bandung: Alfabeta 2013), p.224

3) Unstructured Interview

Unstructured interviews in which the researcher does not follow a comprehensive interview guide that has been set up methodically and thoroughly for data collection are known as unstructured interviews. The problems to be asked are only outlined in the interview guide that was used.

In summary, interviews are a method of gathering data that involve asking a series of questions on the topic of the study. Interviews come in three varieties: semi-structured, unstructured, and structured. Researchers employed semi-structural interviewing methods in this study. Two English instructors were the subjects of this interview.

Table 1. 2 Specification Interview

No	Point	Item
1	Experience	1,2
2	Motivation	3,4
3	Emotion	5

4. Data Collecting Technique

Data collection is this research using task, interview and questionnaires. The data collection technique used is as follows; In making task, it have been created by teachers who teach English subjects. Task are created in the form of a Google form. In distributing task, teacher uses the link available on the Google form and then share it via WhatsApp group. Then students are asked to do the task within the specified time.

In making the interview the researcher used semi structural. The interview targets were 2 English teachers. To find out their perception of Google forms, and questionnaire, researchers used close-ended questions. This questionnaire is aimed to know the students perception. The questionnaire was created in the form of a Google form. Distribution of

questionnaires using a link shared via WhatsApp group. The questionnaire contains information about their responses when using Google forms after completing online reading task.

5. Data Analysis

After collecting data, researcher analyze the data to obtain research results. Data analysis is an important step in qualitative research because the data is evaluated. The data in this research is presented in a qualitative descriptive manner. Based on data analysis Miles and Huberman are divided into three steps, namely²⁷:

a. Data Reduction

Data reduction means that the collected data must be summarized and selected based on the type of theme.

b. Data display

Presentation of data means that data can be presented in several ways, namely descriptive, tables, figures, figures, charts. In the second step, after data reduction, the researcher will present the data in the form of tables and descriptions.

c. Conclusion

The last step is drawing conclusions, which means that after reducing and presenting the data, the researcher draws conclusions about the results.

6. Trustworthiness of the Data

The veracity or authenticity of the study's findings are referred to as the research study's validity.²⁸ This kind of validity is known as reliability or credibility. Numerous methods, including code-recode, interrater comparisons, audit trails, triangulations, replication logic, and stepwise replications, can be used to look into dependability or trustworthiness.²⁹

²⁷ Miles and Huberman in Sugiyono, p.247-252

²⁸ Donald Ary et al., Introduction to research in education (Cengage Learning, 2018), p. 531

²⁹ Ibid, p.536

There are 4 kinds of triangulation;

- a. Triangulation by data source, consisting by time, person, and place.
- b. By the method, such as documentation, observation and interview
- c. By the researcher, using more than one expert to analyse the findings of the research.
- d. By theory, such as recording an audio or video, articles, qualitative data, journal and books.

As previously explained, the researcher employed the method of triangulation to determine the validity of the data.

The task and questionnaire were used to verify the validation.

I. Research Procedure

According to Melong, qualitative research techniques generate descriptive data in the form of spoken or written accounts of observed human behavior.³⁰ The analysis in this study uses a qualitative approach because the issues to be discussed are not related to numbers but describe clearly and in detail and obtain relevant data depth of research focus. The goal of qualitative research is to present an issue, circumstance, or event exactly as it is. The goal of results research is to provide an overview that is objective and as thorough as possible on the real state of the study's object. In qualitative research, there are three main phases;³¹

- a. Description stage or orientation stage
Researcher now report what they heard, felt, and saw. Summarize the data that were gathered by the researcher.
- b. Reduction stage
This is the step where the researcher narrows down all the data from the first stage to concentrate on a specific issue.
- c. Selection stage

³⁰ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung : PT Remaja Rosdakarya, 2006),p.4.

³¹ Sugiono, Sugiono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Alfa Bandung. p

The researcher now elaborates on the emphasis that has been chosen before performing an in-depth investigation of the problem's focus. The outcome is a theme that is built using the information gathered to create new knowledge, hypotheses, and even theories.

J. Systematic of the Research

This proposal was arranged by this systematic of the research:

1. First section

The section contained the title page and table of content
2. Content section
 - a. **Chapter I introduction**

This chapter consists of title confirmation, background of the problem, focus and sub focus of the research, problem formulation, objective of the research, significance of the research, relevance Studies, research method and systematic of the discussion.
 - b. **Chapter II literature rivew**

This chapter consists of frame of theory and hypotesis
 - c. **Chapter III description of the research object**

This chapter consists of general description of the object and fact and data display.
 - d. **Chapter IV research analysis**

This chapter is about Research analysis. It contained data analysis and research findings.
 - e. **Chapter V conclusion and suggestion**

Chapter V presents the conclusion and recommendation of the research. This chapter provides the conclusion from the result of the study and provides suggestions related to the decision.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Reading

a. Definition of reading

Reading is compulsory for all students from elementary until university because it is needed to support their learning process. Reading is a passive skill that requires an interactive process of understanding meaning and to get information or ideas from written text. Understanding the meaning of reading skills, including the reading ability of many different experts' points of view, is very important to reading teachers. It will be useful knowledge to do reading lessons in class and good reference for studying how to deal with more important reading skills.

Reading is defined as an individual relationship with symbolic information.¹ It can be said that reading is a communication process that requires skill. According to Harmer, reading is an activity which is dominated by the eyes and brain. The eye receives the message and the brain has to work out understanding to find the main means of the message.² To be a good reader, readers need to train their eyes and minds. This is because reading requires fast eyes to movements to read a text from one paragraph to the next. The readers mind also needs to be trained to capture the meaning of the text. besides that, reading is also needed to train language and get

¹ Nafan Tarihoran and Miftahul Rachmat, Reading :*Basic Reading Skills 1*. (Serang 2010)p.3

² Harmer in Wini Martika, Hermayawati, "Improving Student Reading Skill By Using Quantum Learning" *Journal Of English Language (JELE)*, Vol.2, No.7 (2016) Available on: <https://ejournal.mercubuana-yogya.ac.id/index.php/jele/article/view/227/204> Retrieved 8th july 2021

information.³ There are 7 basic processes of reading, namely;

- 1) Recognition
Knowledge of the reader about the alphabet and symbol.
- 2) Assimilation
The action of perceiving and scanning.
- 3) Intra-integration
Basic comprehension is acquired from the reading material itself, with no reliance on prior knowledge other than grammatical and lexical skills.
- 4) Extra-integration
Analysis, critiquing, praising, choosing, and rejecting. Each of these tasks calls on the reader to apply his prior knowledge to the situation.
- 5) Retention
This refers to the ability to store the data in memory.
- 6) Recall
The capacity to retrieve data from a memory store.
- 7) Communication
This shows how the knowledge was put to use and can be divided into at least four categories, including; written communication, spoken communication, painting and object manipulation as a form of communication, and the act of thinking is another name for talking to the self.⁴

Reading is core refer to the ability to understand the meaning of written text.⁵ Harris and Hodges said that reading comprehension is the construction of the meaning of written communication through reciprocity, exchange

³ Nafan Tarihoran and Miftahul Rachmat, *Reading :Basic Reading Skills 1*. (Serang 2010)p.7

⁴ Nafan Tarihoran and Miftahul Rachmat, *Reading :Basic Reading Skills 1*. (Serang 2010)p.3-4

⁵ Danny Brassell and Timothy Rasinski, *Comprehension That Works*. (Shell Education, 2008)p.

of ideas, holistically between the interpreter and the message.⁶ It means the meaning is in the process of solving the problem. The content of meaning is influenced by the previous interpreters knowledge and experience.

Based on the definition of reading above, it conclude that reading is a skill that contains benefit, from reading readers can get information and train language to communicate.

b. Types of reding

Based on Brown there are 4 type of reading, namely;

1) Perceptive Reading

Perceptive reading is a level of students' basic reading ability. In perceptive reading, the focus is on broader components of discourse, namely letters, words, punctuation marks, and other graphic symbols. At this level, the test given is basic because it is intended for beginners.

2) Selective Reading

In selective reading, students can understand about reading lexical, grammatical, or language discourse features in a very short language range.

3) Interactive Reading

Interactif reading is a reading text that consists of several paragraphs or one page or more where the reader must interact with the text to understand the text being read. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse).

⁶ Harris and Hodges in Danny Brassell and Timothy Rasinski, *Comprehension That Works*. (Shell Education, 2008)p.

4) Extensive Reading

Extensive reading is reading longer texts. Extensive reading also aims to add insight and understand the information contained in the text. Types of text that fall into this category are journal articles, technical reports, long essays, short stories and books.⁷

In conclusion, there are several types of reading that have their own levels. The first is perceptible reading, this type is aimed at students who are still at basic level. Then there is selective reading, at this level students begin to recognize lexical and grammatical features. Interactive reading, at this level students are already at a level that is able to capture information about a reading in a paragraph. Lastly, extensive reading, which is a type of reading that is longer than a paragraph, for example books, scientific journals, long essays, etc.

c. Reading technique

Reading can be said to be a great habit that can change human life significantly, because by reading, someone can interpret information from something reading. In reading there are several reading techniques. This technique can help you to read better and become a more comprehensive reader. Those techniques are:

1) Scanning Technique

Scanning is the capacity to quickly find a single piece of information or truth. When looking for a page number in an index, searching a term in a dictionary, or checking to see what television

⁷ H.Daughlas Brown, *Language Assessment:Principles and Classroom Practices.*(Person Education 2004)p.190-212

shows are on at specific times, scanning is a strategy utilized.

2) Skimming Technique

Skimming is the capacity to quickly and deliberately pass over reading text while identifying its important point. Skimming is a method for learning how a news story works. Without having to read the entire selection, reader can get a rough idea of how a magazine article or textbook chapter is structured and what the topic. It's important to understand the various writing.

3) Preview

Using previewing before reading can significantly improve how well a person understands what reader have read. Finding out what reader will be reading before they start reading is the goal of previewing. Preview is the practice of reading something prior to actually reading it.⁸

In conclusion, reading skills have several techniques in reading such as scanning, skimming and previewing. Each of these techniques aims to help readers understand a text easily..

d. How To Test Reading

In the assessment of reading, the questions that can be used vary widely, such as multiple choice, true or fals, sentence completion of fiil in question and essay. Reading assessment has 4 types of reading according to Nafan Tarihoran and Miftahul Rachmat.⁹

1) True or fals question

⁸ Nafan Tarihoran and Miftahul Rachmat, *Reading :Basic Reading Skills 1.* (Serang 2010)p.7&50

⁹ Nafan Tarihoran and Miftahul Rachmat, *Reading :Basic Reading Skills 1.* (Serang 2010)p.65

True or fals is a type of question that only provides true or fals validation of a statment. For example, student are asked to read a text, after that given the task to respond to a true or fals statment. True or fals in question is the statment must be in accordance with the text that student read.

2) Multiple choice question

Choose the one answer that is considered correct. This test is very widely used and relatively easy. In this test, students are asked to choose the correct answer from the four or five available answers. Example, if the question asks about why something happend, then the answer must be about cause something happen. Avoid answers that are not related to the question.

3) Sentence completion of fiil in question

Usually the command in this task is to complete a sentence using an accurate answer in order to form a complete and logical sentence.

4) Essay

When answering essay question, start by reading and understanding the question. Then start by making a framework of answers that contain the points taht will be explained. Try to answer straight to the point.

In conclusion, in reading there are 4 types of question forms. The first is a true or false question, this type is very easy because students are only asked to give a true or false statement on a statement. Then multiple choice, this type of question is very often used and tends to be easier, because students are only asked to choose one or two correct answers from several answer choices. Sentence completion of fill in question, this type asks students to fill in an incomplete

paragraph with logical words. Finally, the essay usually contains an idea or opinion on a problem related to the question.

2. Procedure Text

a. Definition of procedure text

There are several types of text in English subject, one of is procedure text. procedure text is a text that contains information about a step in doing something. Typically, process language is written to describe how to do something using a technique or sequence of stages. Anderson and Kathy said procedure text is a text that gives direction for doing something.¹⁰ It can be said that text procedures are used to guide someone in carrying out certain activities appropriately.

Bachtiar claims that a procedural book explains how to build anything using a series of steps.¹¹ The goal of procedural text is to give people organized information or instructions so they can complete tasks in a safe, effective, and appropriate manner. Procedure's primary goal is to guide, inform, or explain. Different sorts of procedural manuals are used for various objectives. Procedure can include instructions on how to carry out a certain task, such as science experiments, stage directions, safe driving practices, reading an instruction manual, and following recipes.

b. Generic Structure of Procedure text

Barwick and Dirgeyasa there are two types of procedure text based on generic structure namely, how to make something and how to operate something. Generic

¹⁰ Anderson and Kathy in Melinda prawati at all, Teaching Writing Procedure Text through Demonstration, *Jurnal Pendidikan dan Pembelajaran*, vol. 2, no.3 (2013):5

¹¹ Bachtiar in Elva Susanti, Rivi Antoni and Evi Kasyulita, "A Study on the Students Writing in Procedure Text at the Ninth Grade Students of SMPN 1 Rambah Hilir", (Skripsi, University of Pasir Pengaraian, 2015). 6.

structure of how to make something uses material and ingredients to carry out a process. While how to operate something does not require material or ingredients, just show the step to do something. In general the procedure text has 3 part, namely:

- 1) Goals
Goal is direction that explain what you want to achieve.
- 2) Material/ ingredients
Not all procedure text use material. Material only use in recipes and rules of how a game.
- 3) Step
Step is a direction to reach the goal. The step are written in the correct order.

c. Language Feature of Procedure Text

Language feature is a language contained in the text. In procedure text there is an element of language to compose the text. Based on Dirgeyasa the grammatical features used in procedure text are imperative sentence, simple present tense, action verb, and temporal conjunction.

- 1) Imperative sentence
Sentence that gives orders or ask to do something.
- 2) Simple present tense
- 3) Simple present tense is used to describe a factual action to express an opinion.
- 4) Action verb
Action verb is explain the action.
- 5) Temporal conjunction
Temporal conjunction is sequence transition used for sequence of events.¹²

¹² Barwick and Dirgeyasa in Tari Kurnia Putri and Saunir Saun, An Analysis of the Second Year Student Ability in Writing a Procedure Text of a recipe at SMK N 9 Padang, *Journal of English Language Teaching*, vol. 8, no.3 (2018):337-338

The conclusion that a procedural text is one that has specified features, such as the purpose, substance, and actions to take in order to easily do anything, from the above description, they are really crucial aspects that we ought to be aware of. To create a procedural text, the researcher needs be aware of language features such the imperative sentence and connector word in addition to the purpose, material, and steps.

3. Media

a. Definition of media

The media in general is media of a tool for conveying information from one place to another. In this case, the media is used in real education. The medium in education has the meaning of a tool for learning to convey material from the teacher to students so that it can be understood easily and effectively. According to Azhar, the medium is a graphic tool that is used in the learning process.¹³ This means that the media is used by the teacher to transfer knowledge to students. The use of the media is also intended to motivate students to study the material provided.

The media aims to make it easier for students to understand and understand the concept of knowledge explained by the teacher, and also provides learning experience for students, creating unforgettable learning so that the quality of teaching and learning process can be improved. In order for the use of learning media to be effective, teachers must analyze student needs. Each medium has its own characteristics. Before the teacher considers which medium to use in his class, he must identify the objectives of the lesson and the material to be studied.

¹³ Azhar in Fitria Yunita, The use of google form application as media for student assessment, *International Conference on English Language Teaching*, An Article Available on : <https://e-proceedings.iain-palangkaraya.ac.id/index.php/INACELT/article/view/88> Retrieved 24 July 2021

b. Technology in media

In recent years, the media in education has had changes in technology. The potential use of technology as a medium is considered capable of increasing students' reasoning about learning and modern technology. Media technology is a collective communication channel or tool used to store and convey information. Technology makes communication easier. Currently, students are encouraged to use technological media. It is hoped that students can understand how to use modern learning media. Students also have experience exploring, thinking, writing, reading, researching and solving problems. On traditional teaching methods. The teacher is the only limited source of information. It can be said that traditional learning methods are very boring and students cannot access information widely because of the limitations of the media they have. Learning with digital media is not about giving a modern look traditional teaching practices, but about exploring new teaching approaches. Digital media can play a positive role in this change.¹⁴

Technology will not replace a great teacher, but with technology many tools, service and platforms are easily adaptable for learning.¹⁵ Technology is the most significant driver of social and language society. According to Marshall, to prove the impact of using technology in education, computer-based technology is able to equip teachers so as to help students achieve and broaden their experience.¹⁶ Therefore, knowledge and experience in achieving success involves students, teachers, content and the environment where technology can be used. Marshall said that the technology that can

¹⁴ Trebor Scholz, *Learning Trough Digital Media*. (The Institute for Distributed Creativity2010)p.5

¹⁵ Ibid,p.2

¹⁶ Marshall in Ismail Sheik and Issong Moses Bassey, *Teching And Learning With Media Technology, IJIERT*, Vol.7 No.5 (2020):3-4

be used in learning is technology in the form of video content, film, computers, laptops and cell smartphones.¹⁷ This medium is induced by computers, known as new media and techniques.

Internet connection can facilitate online learning. Alshied.M.Safia states that the use of computers with the internet is effective for teaching and learning. Even a smartphone can be used for learning.¹⁸ When using a smartphone, the student can access subjects and do assignments. Chaiyo & Nokham came to the conclusion that educators can use a variety of websites and applications to administer tests and polls to their students. Among them are Quizizz, Google Forms, Verso, Kahoot, and others. And as of right now, a lot of schools use this tool for online learning.¹⁹

Google form is one of the applications that can be used in the educational sector. The features in Google form can help teaching and learning. Using Google form is suitable for teachers to create quizzes, assignments, and online surveys. The functions of Google form in education are giving quizzes, giving assignments, online tests through the website page, collecting other opinions through the website page, collecting assignment tests through the website page.²⁰ Google form can be easy to share by link. Learning media sources is very important

¹⁷ Ibid

¹⁸ Alshied.M.Safia in Tenny Murtianingsih, Yansyah, Hafidatu Nadia, The Using of Google form For Digital Evaluation For Senior High School English Teacher Association Hulu Sungai Utara, Sout Kalimantan, *An International Journal Of Community Development*, Vol.3 No.2 (2021):25 www.journal.greenvisioneers.or.id

¹⁹ Chaiyo, Y., & Nokham, The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classrooms response system, *2nd Joint International Conference on Digital Arts, Media and Technology 2017: Digital Economy for Sustainable Growth, ICDAMT* (2017):178-182 <https://doi.org/10.1109/ICDAMT.2017.7904957>

²⁰ Wiwin Widya Ningsih, Aulia Maskuroh, Muh Husain Rifai, G-Form as for Collecting Student Assignment during Online Test, *Journal og Geography Science and Education*, Vol.3 No.2 (2021):31-32

because they help learners. The use of this technology is highly relevant and helps enhance learning.

4. Assessment

a. Definition of Assessment

Assessment is a series that aims to obtain information about the results of student achievement. It can be said that the assessment process aims to assess the level of student ability to understand learning materials. Assessment is not only intended for students, assessment also makes it easier for teachers and parents to discuss good learning solutions for these students. Assessment as a part of classroom activities. A crucial procedure that is necessary to foster learning and ultimately achievement.²¹ It's mean goal of assessment for learning is to inform student of their progress so they can take the appropriate measures to rais their performance.

Assessment is an ongoing process that covers a much wider range of domains.²² That means that the process and purpose of assessment is not only to give the score, but also to give the feedback which can develop students in learning.. When students engage in spontaneous activities like trying to pronounce new words or reading passages of text, the teacher may also administer assessments.

According to Brown, assessment leads to a set of measures used to determine the complex attributes of an individual or group of individuals. This involves gathering and interpreting information about the student's level of achievement of learning objectives.²³

²¹ Dr Cheryl A Jones, *Assessment For Learning*.(Learner And Skill Agency2005)p.4

²² H.Daughlas Brown, *Language Assessment:Principles and Classroom Practices*.(Person Education 2004)p.4

²³Brown in Tomas de Aquino Cluyua Yambi, "Assessment and EvaluationIn Education", Research Gate, An Article. Available on: <https://www.researchgate.net/publication/342918149> Retrieved on 21 july 2021

Regarding Brown opinion Black and William said that assessment is considered a task which includes a set of activities where teachers and learners get information that can be used for diagnostics to repair both teaching and learning²⁴. The implementation of assessment for learning strategies should be done in a way that encourages more gifted student to perform at greater levels and, in doing so, realize their full potential.²⁵ For example, students should receive high quality feedback based on a decision from interim assessment. The originality of criticism has the inherent capacity to both challenge and inspire less proficient students.

Assessment is very helpful for teachers, so they can find out the solution from the information they get about the strategies for teaching students. For the student, assessment can make them more active in learning materials, because they know what the weaknesses of themselves are, so they can improve their learning.

In actual classroom settings, teachers face many difficulties when assessing student performance. Therefore, teachers and schools are looking for alternative ways that are efficient, effective and easy to apply. As we know beforehand, the development of ICT in the world of education is very rapid and can affect various aspects. Usually, equipment is used as a medium for delivering equipment, but over time, ICT develops and can be used as a teacher's online evaluation tool for students. According to Mayen, suggesting that assessments can be carried out using technology.²⁶ In

²⁴ Black and William in Habib M, Assessment Reading Comprehension, Revista Romaneasca Pentru Educatie Multimediasionala, Vol. 2, No. 1 (2016) p.125-147 Available on: <http://dx.doi.org/10.18662/rrem/> Retrieved 22 July 2021

²⁵ Dr Cheryl A Jones, *Assessment For Learning*. (Learner And Skill Agency2005)p.5

²⁶ Meyen in Ba'diatul Azmina, Maratussolihah and Agung Guritno, *Journal Britania*. Vol.1, No.1(2017):121

line with this statement, Sbastianelli and Tmimi stated that E-assessment has become a current issue regarding its development in evaluating student performances. In this case, it can be said that ICT allows teachers to assess students. It can also help students themselves in self-evaluation.²⁷

Online assessment is an assessment of student understanding that is carried out online via the web. Besides teachers having to adapt to the situation in the era of globalization, students are also asked to adapt to carry out online assessments for the continuity of teaching and learning activities.

b. Type of Assessment

According to Brown, there are several types of assessment, such as;

1) Informal assessment

Informal assessment can take many different shapes. Starting with accidental, spontaneous comments and responds that coaching, and other feedback to the student.

2) Formal assessment

Formal assessment are tasks or processes created especially to draw form a pool of abilities and information. They are methodical, deliberate sampling strategies designed to provide teachers and students with a assessment of student performance.

3) Formative assessment

In order to support students in maintaining their growth, formative assessments examine student as they are forming their competencies and skills. The delivery of appropriate performance feedback by the teacher and internalization by student with regard to

Ba'diatul Azmina, Maratussolihah and Agung Guritno, *Journal Britania*. Vol.1, No.1(2017):121

²⁷ Sbastianelli and Tmimi in Ba'diatul Azmina, Maratussolihah and Agung Guritno, *Journal Britania*. Vol.1, No.1(2017):121

on the future continuation (or formation) of learning, are crucial components of this formation. Formative assessments have two functions. They can be helpful tools in ensuring that your pupils are aware of exactly how to go in order to succeed in addition to letting you know what they know and do not know. Small, frequent formative tests are excellent tools for keeping pupils on track.

4) Summative Assessment

Summative assessment aims to measure what student understand relate to learning, and usually this assessment occurs at the end of teaching. Summarizing what students have learned means looking back and considering how the students have achieved the goal. Final exam of a course and general proficiency test is example of summative assessment.²⁸

In summary, assessment is the tool to get information about the result of student achievement. Assessment is very useful for students and teachers, because the purpose of the assessment is not only to give the score but to give feedback which can reduce the weaknesses of the student's learning. In the modern era, technology has developed rapidly in the world of education. ITC can help with the online assessment process. Assessment using the help of this technology is considered very efficient, effective and easy to use. Teachers and students both benefit from using technology in this process.

²⁸ H.Daughlas Brown, *Language Assessment:Principles and Classroom Practices*.(Person Education 2004)p.5-7

5. Google Form

a. Definition of Google Form

Google forms is a software produced by Google which is used to create surveys, quizzes, questionnaires etc, and can be shared online. Google form first appeared as a Google Sheets feature.²⁹ It is that The Zapier Team stated that the stated form first appeared in 2008 but is still part of Google Sheets, then in 2016, through development, Google Forms turned it into a stand-alone feature. Google Forms is now a fully featured form tool which is available for free with a user's Google account. Users can add standard question types, drag and drop questions, customize forms with photos or simple color themes, and collect responses in the form or save to a Google Sheets spreadsheet. Forms are one of the most versatile internet tools.³⁰ The function of Google forms in education is to provide online exams through the website, collect people's opinions, collect student and teacher data, create online registration and distribute questionnaires. Google form can also be used for assessment.

In connection with the statement above, according to Tohir and Muslimah, Google forms can be considered by teachers as learning evaluation tools and alternative tools for asking questions.³¹ Based on Agarwal, it states that there are many reasons that support why this Google form is almost perfect for creating and conducting online quizzes and surveys. Google's reason is the user can create quizzes or surveys easily and can be distributed to participants in large

²⁹ Firash Fathi Ali, "Use of Google forms in the Teaching and Assessing English Phonology," *Journal of Basra Research For Human Science*, Vol. 43, No. 4 (2018): 20 <https://iasj.net/iasj/article/155932>

³⁰ Ibid, p.20

³¹ Tohir & Muslimah in Adelia et.al. The Role of Google Form As an Assessment Tool in ELT: Critical Review Of The Literature, *Indonesian Journal of Research and Educational Review*. Vol.1 No.1 (2021):59

numbers and save a lot of time.³² Besides that, using this application can also save paper, even participants can also directly respond to the quiz using a computer or smart phone. The student answer has automatically been saved in a spreadsheet, for example, to easily in analys. To be able to use Google Form, the user advised us to have a Google account. To have that account so we can use various Google products, one of them is Google Form. Google forms can be shared with other computers and smart phone users who have a Google account with accessibility like read only or editable. The success of the reading test using Google form depends on the student's mastery of the material.³³ Other than that, Haddad and Kalani claimed that Google Forms facilitate sharing activities by offering the opportunity to finish surveys rapidly in accordance with each participant's answers. We are unable to find this special feature in other free online survey applications. Google Apps Script, which enables users to write brief program scripts to open, create, edit, improve, and even automatically respond to form submissions, is supported by Google Forms. Google Apps Script facilitates the automatic creation, completion, and submission of forms. Google Apps Script can also plot outcomes and provide explanations for responses.³⁴

The Google Forms programmed exam questions allow users to create random questions, display multiple items simultaneously or one at a time, set a timer, and decide whether to display the answer key to students once they've completed the test and picked it up. Instructors can evaluate their students' listening

³² Agarwal in Firash Fati Ali, "Use of Google Form in Teaching and Assessing English Phonology", *Journal of Barsa Research for Human Science*. Vol. 43, no. 4 (2018):20 <https://iasj.net/iasj/article/155932>

³³ Nining Fitriani, The Student Perception of Reading Examination Using Google form, *E-Journal Lingistic*. Vol.15, No.1(2021):48

³⁴ Haddad & Kalani in Dewi Kurniawati, p.146

comprehension informally by asking them to comment on or consider what they have understood, or by simply looking at another student's response.³⁵

Furthermore, reading assignments that are completed offline can now be completed online via Google Forms. Exams can give teachers useful feedback for reviewing and assessing the subject matter. This can support educators in evaluating the educational process. This has an impact on creating the curriculum as well as the materials, teaching strategies, and textbooks. According to Conrad and Donaldson, assessment plays a crucial role in the process of teaching and learning. In order to evaluate students in a manner similar to that of in-person classes, assessments for online courses are typically chosen as soon as the intended learning objectives are determined and offer opportunities for them to achieve them.³⁶

In summary, as for some Google functions in the education world, Google form can be used as a learning evaluation tool, especially in English. Google form can help teachers in the preparation and implementation of exams held at school. Through this Google form, you can manage the results of student assessments. In addition, using the Google form can also analyze the items that can be followed up by the teacher to find out students who do not understand the learning material provided previously.

b. How to use Google Form

There are some step to make assesment by using Google Form:

1) Making Gmail Account

Having Gmail account is very important in using Google Form. To makes Gmail Account you can

³⁵ Harris & Mccann in Dewi Kurniawati, p. 146

³⁶ Conrad and Donaldson in Dewi Kurniawati, p.145

access URL <http://www.gmail.com> fill in the blank by relate identity, username, password. Next google will verification code your account by shost message.

2) Make online test by Google form

In Google Form you can choose the model of assesment online test. The user can creat multiple choice, essay, short answer or etc.

- a) Open the browser (chrome or Mozilla Fire Fox)
- b) Access by typing www.googleform.com on google page



Figure 2. 1 Google Page

- c) Click Google Form Sign-in
- d) Chose the new create – blank form

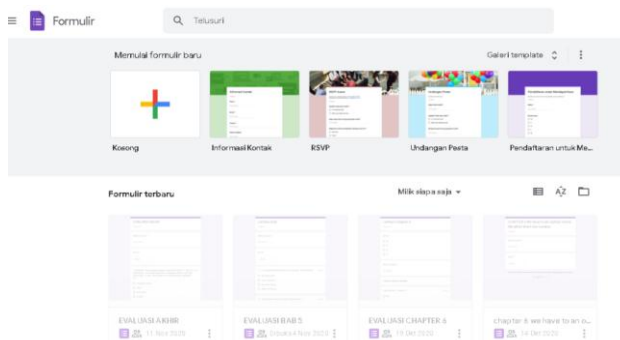


Figure 2. 2 Display of Google form

- e) The user can choose what question will be given

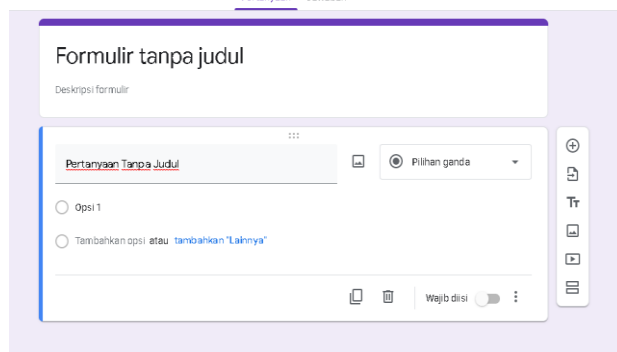


Figure 2. 3 Google form for quiz

- 3) Set the form

Generally Google form online test is different from the uses of google form for other activities such as surveys. In Google form online test should include key answer and scores of every question. Here isthe performance of the form:

- The user use type the title of the test, for example : English Exercise Chapter 3
- After that Collect the identyty of student who follow the test, it also can collect email address if the teacher wants to student sign in test by their Gmail account.
- Edit after submitted is used if the teacher wants to student repair their answer.³⁷

c. The advantages of using Google Form

The advantages of using Google Form

- Easy to use. Google form is very easy to use from the creation process to use.

³⁷ Fitria Yunita, The use of google form application as media for student assessment, *International Conference on English Language Teaching*, An Article Available on : <https://e-proceedings.iain-palangkaraya.ac.id/index.php/INACELT/article/view/88> Retrieved 24 july 2021

- 2) Saving time. With Google forms, Google can create a survey in just a few minutes. So you can save a lot of time. You can share by asking your clients or collaborators about your product services.
- 3) Easy to share. This application is easily shared with respondents via a link or email, and even collaboration features are available. So you can share written questions or questionnaires with your friends.
- 4) Attractive design. Users can select a color palette as well as their own image as background.
- 5) It has a Spread Sheets feature. Users can view survey responses that have been collected automatically. Other than that, users can see info about the response time and can see graphs through this feature. So that student assessments can be processed and the results known.
- 6) Free. Users can access Google Forms free of charge. Economical system both in terms of time and cost

Besides the advantages, there are also disadvantages of this application.

- 1) Lack of instructional control. According to Kerka and Wanacott, there is a lack of instructional control. So, students are worried about cheating. To overcome this problem, teachers can use solutions such as giving a time limit when working on the exam.³⁸
- 2) Internet network. If, during the exam, the internet network is bad, the exam page returns to the initial display and the questions that have been worked on

³⁸ Dr Shiva Khumar, Google Form In Education, *Journal of Contemporary Educational Research and Innovation*, 9, no. 1 (2019):35-39

will disappear, students must start from the beginning³⁹.

6. Perception

a. Definition of perception

A word that closely discusses human psychology is perception. Perception is the organizing, identification, and interpretation of sensory data in order to represent and comprehend the environment. The phrase originates from the Latin word "perceptio," which meaning gathering or receiving. Perception, according to Nelson and Fast, is the process of interpreting information about other people. Stated differently, this indicates that individuals's perceptions of other people are influenced by the amount of information they learn and the degree to which they interpret it. Johns and Saks define perception as the process of deciphering the signals from our senses in order to give the world structure and significance. Using their senses of smell, touch, sight, taste, and hearing, people employ perception to sort through and arrange the many and different stimuli they encounter in their surroundings. Additionally, perspective is a process that gives our senses' signals meaning and order. It implies that a person's perspective may have an impact on the environment.

Interaction between students and teachers will occur during the teaching and learning process. According to Burnett and Mandel, students who thought their teacher provided them with a lot of ability feedback and who felt their classroom was a nice one also reported feeling that they had a good relationship with their teacher.⁴⁰ It can be concluded that students' points of

³⁹ Arma Suryati, The Students University Perspektif of Using Google form As Media in English Examination, *State of Islamic University of Nort Sumatra*

⁴⁰ Syaiful Ghafar, Haryanto Atmowardoyo and Syarifuddin Dollah, "The Effects of Positive Reinforcement on Students' Writing Achievement in an Indonesian EFL Classroom, vol.2 ,no.1 (2022):11

view can also influence the learning model or even the media used by teachers when providing learning.

b. Components of perception

The process of organizing, recognizing, and interpreting sensory inputs in order to represent and comprehend the environment is known as perception. Saks and Johns believe that perception is comprised of three components⁴¹:

1) Perceiver

The perceiver is the individual who develops awareness of something and ultimately comes to a conclusion. His or her perception may be influenced by three things: experience, motivation, and emotional condition. Different motivational or emotional states will cause the perceiver to respond or interpret stimuli differently. She or he may also use a "perceptual defense" in other circumstances, where they have a propensity to "see what they want to see."

2) Target

This is the individual who is being viewed or assessed. "There is a greater need for interpretation and addition when there is ambiguity or lack of information about a target."

3) Situation

Because different situations may necessitate obtaining more knowledge about the target, the context also has a significant impact on perception.

c. Types of Perception

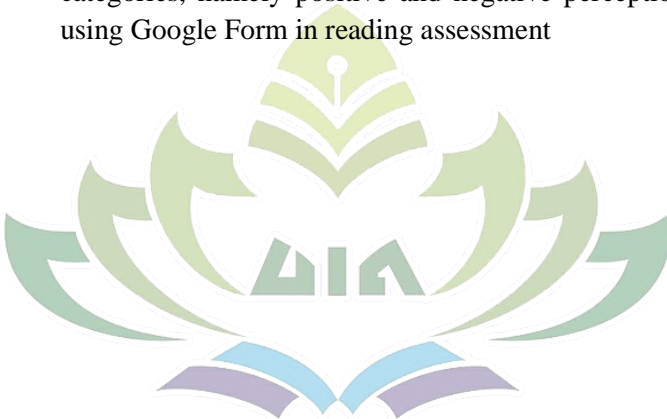
Priyeti (2010,10) distinguishes between two types of perception⁴²:

⁴¹ Rachel, Students' Perception Toward the Use of Written Test in Learning English by the Fifth Semester Students of English Department of FKIP UKI Toraja, *Toefl Overseas Journal*. vol. 5, no.3 (2017):41-42

⁴² Ibid, 40-41

- 1) A positive perception is one that responds to an object that is perceived positively and characterizes all information, whether it be known or not. Students that have a positive perspective find it easier to adjust to different teaching and learning environments.
- 2) Negative perception is the description of knowledge (known or unknown) and the response to an object that is adversely viewed (inappropriate for the object of perception).

Based on the perception component above. Researcher categorized teachers and students in two categories, namely positive and negative perception of using Google Form in reading assessment



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