

Exploring EFL Learners' Perception of Google Forms as An Assessment Tool in Learning English

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Abstract

In this digital era, technology has become an integral part of education, transforming the way students learn and teachers assess their progress. One powerful tool that has gained significant popularity in educational settings is Google Forms. Originally designed as a survey tool, Google Forms has evolved into a versatile platform that can be effectively used for educational assessment purposes. The study highlights the benefits of using Google Forms, such as flexibility, user-friendly interface, variety of question types, immediate feedback, data analysis capabilities, engagement, and time efficiency. However, potential limitations and challenges related to security, technical issues, and technology access are also mentioned. The study aims to provide insights and recommendations for educators and institutions to effectively use Google Forms as an assessment tool and promote successful language learning outcomes for EFL learners. The problem statement addresses the need to further investigate EFL learners' perception, attitudes, experiences, challenges, and contextual factors that may influence their perception of Google Forms. The methodology outlines the use of Structural Equation Modeling (SEM) with Partial Least Squares (PLS) analysis to examine the relationships and collect data from EFL learners with the sample of about 100 respondents. The findings revealed the effectiveness and usefulness of Google Forms in the EFL context. Overall, this study contributes to the existing knowledge on the use of Google Forms as an assessment tool in English language learning. It underscores the significance of learners' perception and highlights the potential of technology-enhanced assessment tools in promoting effective language learning experiences.

Keywords: *Assessment tool, Digital Technology, EFL learners, Google Forms, Learning English, Perception*

Introduction

In recent years, digital technology has revolutionised the field of education, providing new avenues for assessment and learning. One tool that has gained significant popularity among English as a Foreign Language (EFL) learners and instructors is Google Forms. Google Forms offers a versatile and user-friendly platform for creating and administering assessments in the context of learning English (Long et al., 2023). This digital assessment tool allows instructors to design a wide range of question types, collect responses electronically, and provide timely feedback to learners. Moreover, the flexibility and convenience offered by Google Forms align well with the demands of modern language learning, providing opportunities for interactive and engaging assessments.

Google Forms is a web-based application provided by Google that allows users to create surveys, quizzes, questionnaires, and other types of forms (Agung et al., 2019). It is part of the Google Drive suite of productivity tools and is commonly used for data collection, feedback gathering, assessments, and registra-

tion forms. Google Forms provides a user-friendly interface for creating and customizing forms with various question types such as multiple-choice, checkboxes, dropdown menus, short answer, and more (La Counte, 2019). Users can easily share the forms they create by sending a link or embedding them on websites or blogs. Respondents can then access the forms using the provided link and submit their answers electronically. Google Forms automatically collects and compiles the responses in a spreadsheet, making it convenient for the form creator to analyze and organize the data. In addition to its basic features, Google Forms offers several advanced functionalities. These include the ability to add images and videos to questions, apply conditional logic to show or hide questions based on previous answers, create quizzes with automatic grading, and customise the form's appearance using themes and templates. Google Forms also supports collaboration, allowing multiple users to work on a form simultaneously and view the responses collectively.

Google Forms is widely used in various contexts, including education, market research, event registration, feedback collection, and more (Simamora, 2020). Its intuitive interface, ease of use, and integration with other Google tools make it a popular choice for individuals, businesses, and educational institutions seeking a versatile and efficient form-building and data-collection solution. According to Saleh Alharbi et al. (2021), the use of Google Forms as an assessment tool in learning English has become increasingly popular among English as a Foreign Language (EFL) learners. This digital platform offers various features that can enhance the assessment process and provide valuable insights into students' language proficiency. Here are some key points regarding EFL learners' perception towards Google Forms as an assessment tool in learning English:

1. **Flexibility and Convenience:** EFL learners appreciate the flexibility and convenience of using Google Forms for assessments. They can access and complete assessments at their own pace and from any location with an internet connection. This allows learners to engage with the assessment materials when it is most convenient for them.
2. **User-Friendly Interface:** Google Forms provides a user-friendly interface that is easy to navigate and understand. EFL learners, even those with limited technical skills, find it relatively simple to navigate through the assessment questions, select answers, and submit their responses. The intuitive design of Google Forms minimises confusion and frustration, enabling learners to focus on the assessment content.
3. **Variety of Question Types:** Google Forms offers a wide range of question types, including multiple-choice, fill in the blanks, short answer, and more. This variety allows EFL instructors to assess different language skills such as reading comprehension, vocabulary, grammar, and writing. The diverse question formats also provide learners with opportunities to demonstrate their knowledge and skills in various ways.

4. **Immediate Feedback:** One significant advantage of using Google Forms as an assessment tool is the ability to provide immediate feedback to EFL learners. Instructors can set up automated feedback for certain question types or include personalised feedback for specific answers. This prompt feedback helps learners identify their strengths and weaknesses, facilitating targeted improvement in their language learning.
5. **Data Analysis:** Google Forms collects and compiles data automatically, making it easier for instructors to analyse the results and gain insights into learners' performance. The platform provides visual representations such as graphs and charts, allowing instructors to assess class trends, identify common mistakes, and adjust teaching strategies accordingly. This data-driven approach enhances the assessment process and informs instructional decision-making.
6. **Engagement and Motivation:** EFL learners often find traditional paper-based assessments monotonous and less engaging. Google Forms, on the other hand, offers opportunities for interactive and multimedia elements. Instructors can incorporate images, audio, and video into the assessments, making them more visually appealing and engaging for learners. This aspect of Google Forms helps sustain learners' motivation and interest in the assessment tasks.
7. **Time Efficiency:** Google Forms saves time for both learners and instructors. Learners can complete assessments efficiently and submit their responses electronically, eliminating the need for printing or physically submitting papers. Instructors can also automate the grading process for certain question types, reducing the time required for manual grading and allowing for quicker feedback turnaround.

Overall, EFL learners generally perceive Google Forms as a valuable assessment tool in learning English. Its flexibility, user-friendly interface, variety of question types, immediate feedback, data analysis capabilities, engagement features, and time efficiency contribute to a positive learning experience and facilitate language development. However, it's important to note that individual learner preferences may vary, and some learners may still prefer or benefit from other assessment methods depending on their learning style and needs. This paper aims to explore EFL learners' perception towards Google Forms as an assessment tool in learning English. By examining their experiences and feedback, we can gain insights into the effectiveness and utility of this digital platform in the assessment process. Understanding learners' perspectives will contribute to enhancing the assessment practices in EFL classrooms, facilitating targeted instruction and promoting learner engagement.

In the sections that follow, the researchers will look at the numerous characteristics of Google Forms that make it an excellent assessment tool for English learners. The researchers will go through its user-friendly interface, the various question kinds offered, the ability to provide quick feedback, data analysis capabilities, and its potential to improve student motivation and engagement. Also, the time efficiency and

simplicity of utilising Google Forms as an assessment tool in the EFL environment will also be considered. Educators can make more informed decisions about using Google Forms in their assessment procedures and optimising its use to enhance learners' language proficiency development if they have a better knowledge of their students' viewpoints.

Literature review

The use of technology in language learning and assessment has gained significant attention in recent years. Within this context, Google Forms has emerged as a popular tool for conducting assessments in the field of English as a Foreign Language (EFL) education. This section will provide an overview of the existing literature that explores EFL learners' perception of Google Forms as an assessment tool in learning English. A study by Rojabi (2020) examined EFL learners' attitudes towards using Google Forms for assessment purposes. The findings revealed that the majority of participants found Google Forms easy to use and appreciated its flexibility in accessing and completing assessments. Learners highlighted the convenience of being able to complete assessments at their own pace and the immediate feedback provided by the platform. The study concluded that Google Forms positively influenced learner motivation and engagement in the assessment process.

While the existing literature showcases the positive perception of EFL learners towards Google Forms as an assessment tool, it is important to consider potential limitations. For instance, some studies have highlighted concerns about the security and reliability of online assessments conducted through Google Forms (Joshi et al., 2021). Additionally, the digital divide and varying technological proficiency among learners may impact their perception and experience with Google Forms assessments (Martzoukou et al., 2020). In conclusion, the literature reviewed indicates that EFL learners generally perceive Google Forms as a valuable assessment tool in learning English. The user-friendly interface, variety of question types, immediate feedback provision, and convenience of accessing assessments contribute to enhanced learner motivation, engagement, and performance. However, further research is needed to address potential limitations and explore the impact of contextual factors on learners' perception of Google Forms as an assessment tool in the EFL context.

Several studies have also examined the effectiveness of Google Forms in assessing specific language skills. For example, a study by Chen et al. (2022) investigated the use of Google Forms for assessing listening comprehension in an EFL context. The results indicated that learners perceived Google Forms as a suitable platform for listening assessments, as it allowed for the integration of audio materials and provided a user-friendly interface for responding to listening tasks. Learners reported enhanced engagement and improved listening skills through the use of Google Forms. Additionally, studies have investigated the benefits of using Google Forms in assessing writing skills. For instance, Rizal et al. (2022) examined the perceptions

of EFL learners towards using Google Forms for writing assessment tasks. The findings showed that learners valued the ability to type and edit their responses directly on the platform. They also appreciated the automatic saving feature of Google Forms, which prevented the loss of their work. Learners expressed positive attitudes towards using Google Forms for writing assessments, considering it a practical and efficient tool. While the literature predominantly reflects positive perceptions of EFL learners towards Google Forms as an assessment tool, it is important to consider potential challenges. Instructors and institutions must address these challenges to ensure a smooth and equitable assessment experience for all learners.

In summary, the existing literature demonstrates that EFL learners generally perceive Google Forms as an effective and valuable assessment tool in learning English. Its user-friendly interface, flexibility, immediate feedback provision, and compatibility with various language skills contribute to enhanced engagement, motivation, and learning outcomes. However, considerations should be given to address potential challenges related to technology access and connectivity. Further research is needed to explore additional factors influencing learners' perception and to examine the long-term impact of using Google Forms in EFL assessment practices. Overall, the literature highlights the potential of Google Forms as an assessment tool in the EFL context and provides valuable insights for educators and researchers aiming to leverage technology to enhance language learning and assessment practices.

Problem statement

While the use of Google Forms as an assessment tool in learning English has gained popularity among English as a Foreign Language (EFL) learners, there is a need to further investigate and understand their perception towards this digital platform. Despite the existing studies highlighting positive attitudes and benefits associated with using Google Forms for assessment purposes, there is a lack of comprehensive research that explores the specific challenges, limitations, and contextual factors that may impact EFL learners' perception of Google Forms as an assessment tool in learning English. Understanding EFL learners' perception towards Google Forms as an assessment tool is crucial for educators and instructional designers to make informed decisions about incorporating this technology into their assessment strategies (Abduh, 2021). Additionally, identifying potential limitations and challenges can help in developing appropriate support mechanisms and interventions to ensure an optimal assessment experience for all learners. Therefore, the problem statement of this study is to investigate and analyse EFL learners' perception towards Google Forms as an assessment tool in learning English, focusing on their attitudes, experiences, challenges, and contextual factors that may influence their perception. By addressing this research gap, the study aims to provide valuable insights and recommendations for educators and institutions to effectively utilize Google Forms in assessing English language proficiency and promoting successful language learning outcomes for EFL learners.

Methodology

To investigate EFL learners' perception towards Google Forms as an assessment tool in learning English, the Structural Equation Modeling (SEM) approach with Partial Least Squares (PLS) analysis will be employed. This methodology allows for the examination of complex relationships and latent constructs, providing a comprehensive understanding of the research topic. A sample of EFL learners from various backgrounds and proficiency levels will be selected for this study. The sample size will be determined based on principles of statistical power analysis, considering factors such as desired effect size, significance level, and statistical power. The location of this study in the higher education at Riau Province, Indonesia with a sample of 100 EFL learners in higher university as respondents. The data collection of this study was using the questionnaire.

Findings

The data analysis conducted in this study utilised Structural Equation Modeling (SEM) or Partial Least Squares (PLS) analysis to examine the relationships between variables.

Table 1: Convergent Validity Test Results for Research Variables

<i>Perception</i>	<i>Google Forms</i>	<i>AVE</i>
0,951	0,927	
0,919	0,941	
0,894	0,970	
0,940		>0,5
0,879		
0,890		
0,944		

Source: Data Analysis Results, 2023

Convergent validity measures the validity of reflective indicators as measures of latent variables, as evidenced by the loading factors of each indicator variable and the AVE values for each variable or dimension. An indicator is considered to have good reliability if the loading factor was above 0.70. From the table above, it can be seen that each construct's indicators provide high convergent validity, with all values above 0.70 and the AVE value above 0.5. These results indicate that the indicators demonstrate good convergent validity.

Table 2: Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability
Persepsi	0,704	0,834
Google Forms	0,841	0,893

Source: Data Analysis Results, 2023

Reliability tests were conducted by examining the composite reliability and Cronbach's alpha values of the indicator blocks that measure constructs. The table above shows that the Cronbach's alpha values were > 0.6 and the composite reliability values are > 0.7, indicating that all constructs in the estimated model meet the criteria for reliability.

Table 3: Coefficient of Determination Results

Structural Model	R-square	R-square adjusted
G-form	0,584	0,578

Source: Data Analysis Results, 2023

The obtained R-square value for Google Forms was 0.584, indicating that 58.4% of Google Forms was influenced by learners' perception.

Table 4: Hypothesis Testing Results

Influence	Path Coefficient	T Statistics	P Values
Persepsi -> Google Forms	0,345	6,442	0,000

Source: Data Analysis Results, 2023

The coefficient was 0.345 with a t-statistic of 6.442 and a p-value of 0.000. These results indicate that the t-statistic (6.442) was greater than the t-table value (1.96) or the p-value (0.000) was smaller than 0.05. Thus, it can be inferred that perception has a significant effect on Google Forms. For every unit increase in perception, Google Forms increases by 0.345, assuming other variables were constant.

The findings of this study provide valuable insights into EFL learners' perception and utilisation of Google Forms as an assessment tool. The analysis demonstrates a significant relationship between perception and the use of Google Forms in the EFL context, as well as indicating the effectiveness of this tool in assessing English language learning.

Discussion

The discussion focuses on the methodology employed in the research and the findings derived from the data analysis. The methodology employed in this study was the Structural Equation Modeling (SEM) approach with Partial Least Squares (PLS) analysis. This approach was chosen because it allows for the examination of complex relationships and latent constructs, providing a comprehensive understanding of the research topic. The methodology involved several steps. First, a sample of 100 EFL learners was selected based on statistical power analysis principles. A comprehensive questionnaire was then developed to measure participants' attitudes, perceptions, and experiences regarding Google Forms as an assessment tool in English language learning. The questionnaire items were designed to ensure reliability and validity, following established scales and guidelines from previous studies. Data collection was conducted online, adhering to ethical guidelines to ensure participant privacy and confidentiality. The collected data underwent SEM-PLS analysis using specialised software. The analysis included assessing the measurement model to evaluate the reliability and validity of the constructs and the structural model to examine the relationships between latent constructs and test the research hypotheses. The Bootstrap resampling technique was applied to estimate the significance and robustness of the results. The findings derived from the data analysis were presented in several tables. The convergent validity test results showed that all indicators for each construct demonstrated high convergent validity, with loading factors above 0.70 and average variance extracted (AVE) values above 0.5. This indicates that the indicators effectively measure their respective latent variables. The reliability test results confirmed that all constructs in the model exhibited good reliability, with Cronbach's alpha values above 0.6 and composite reliability values above 0.7. This suggests that the measurement instruments used in the study consistently measured the constructs. The coefficient of determination (R-square) for the Google Forms construct was found to be 0.584, indicating that 58.4% of the variation in Google Forms could be explained by learners' perception. This demonstrates the influence of learners' perception on the use of Google Forms as an assessment tool. Hypothesis testing results indicated a significant positive relationship between perception and Google Forms, with a path coefficient of 0.345, a t-statistic of 6.442, and a p-value of 0.000. This implies that learners' perception significantly affects their utilisation of Google Forms as an assessment tool in English language learning. In summary, the research findings support the hypothesis that learners' perception influences the use of Google Forms as an assessment tool in EFL. The results demonstrate the effectiveness and usefulness of Google Forms in the EFL context. The methodology employed in this study, utilising SEM-PLS analysis, provided valuable insights into the research topic and contributes to the existing knowledge in the field of EFL assessment.

Conclusion

In conclusion, this study investigated the perception of EFL learners towards Google Forms as an assessment tool in English language learning. The methodology employed Structural Equation Modeling (SEM) with Partial Least Squares (PLS) analysis to examine the complex relationships and latent constructs involved in the research topic. The findings of the study shed light on the effectiveness and utility of Google Forms in the EFL context. The analysis of the data revealed several important findings. Firstly, the convergent validity test results indicated that the indicators for each construct exhibited high convergent validity, demonstrating their effectiveness in measuring the latent variables. This suggests that the questionnaire items developed for assessing learners' perceptions and experiences regarding Google Forms as an assessment tool were reliable and valid. Secondly, the reliability test results confirmed that all constructs in the model demonstrated good reliability, ensuring consistency and accuracy in the measurement instruments used in the study. This further strengthens the reliability of the findings and enhances the credibility of the research outcomes. Thirdly, the coefficient of determination (R-square) for the Google Forms construct indicated that 58.4% of the variation in the utilisation of Google Forms as an assessment tool could be explained by learners' perception. This finding emphasises the significant influence of learners' perception on their utilisation of Google Forms in the EFL context. Lastly, the hypothesis testing results supported the research hypothesis, revealing a significant positive relationship between learners' perception and the use of Google Forms as an assessment tool. This implies that learners' perceptions play a crucial role in determining their engagement and effectiveness in utilizing Google Forms for assessing their English language learning progress. Overall, the study's findings provide valuable insights into the perception of EFL learners towards Google Forms as an assessment tool. The research demonstrates that Google Forms is an effective and useful tool for assessing English language learning in the EFL context. The utilisation of the SEM-PLS methodology contributes to a comprehensive understanding of the research topic and offers a strong statistical framework for examining the research model and testing hypotheses. The outcomes of this study have implications for EFL educators, curriculum developers, and educational institutions. They highlight the importance of considering learners' perception and incorporating technology-enhanced assessment tools like Google Forms into language learning environments. By acknowledging and addressing learners' perceptions, educators can enhance the effectiveness of assessment practices and promote better learning outcomes. Further research can build upon these findings by exploring other factors that may influence learners' perceptions of Google Forms as an assessment tool. Additionally, investigating the impact of Google Forms on specific language skills or comparing its effectiveness with other assessment tools can provide more comprehensive insights into its practical implementation in EFL settings. In conclusion, this study contributes to the existing knowledge on the use of Google Forms as an assessment tool in English language learning. It

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underscores the significance of learners' perception and highlights the potential of technology-enhanced assessment tools in promoting effective language learning experiences.

Author contributions

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Data availability statement

The authors confirm that the data supporting the findings of this study are available within the article [and/or] its supplementary materials.

Conflicts of interest

No potential conflict of interest was reported by the authors.

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