THE ROLE OF GOOGLE FORM AS AN ASSESSMENT TOOL IN ELT: CRITICAL REVIEW OF THE LITERATURE

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Article Info	ABSTRACT
	This paper aim to provide an understanding to all readers that it is necessary to know the development of assessment tool in English Language Teaching (ELT), especially in the case of using of google classroom in the current year of covid-19 pandemic. It presents the advantages of google form, the ways to upset google form and the empirical studis on google form as an assessment tool in ELT. This article is made in the form of a study of documents and literatures whose understanding of knowledge is used as an analysis. In view of this, the Indonesian teachers should be carefully designed the worksheet in google form, so it can be function to do assessment. However, it should not use completely to replace the traditional methods.

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1. INTRODUCTION

Assessment is very important in ELT (Thuan, 2018; Wiemken et al., 2018). It is their aim to obtain useful data to improve the quality of learning. A profound reality shows that without any assessment, the process of learning will be pointless (Sari et al., 2020). Therefore, assessment plays a central role in the learning process (William, 2013). In other words, it bridges the teaching and learning processes. It is supported by Sari et al. (2020), who stated that assessment enables teachers to examine whether or not the teaching activities achieve the intended goal of learning.

According to Brown (2013), assessment is an ongoing process that encompasses a much wider domain. It is an attempt to obtain information on a regular, continuous, and comprehensive basis about the process and results of the growth and development that has been achieved by students through learning activity programs. According to Permendikbud No. 23 of 2016 concerning Education Assessment Standards, it is stated that assessment is a process of collecting and processing information to measure the achievement of student learning outcomes.

In the real classroom setting, teachers face many obstacles in assessing students' performance. One of the obstacles is that the teacher needs a lot of energy and time to assess students' proficiency, especially in large classes. Therefore, the process of assessment is considered an overwhelming activity (Sari et al., 2020). Especially in the current pandemic, where learning is carried out remotely using online methods, schools and teachers are

confused about making assessments. However, during the COVID-19 pandemic, such an assessment is difficult to do. Therefore, teachers and schools are looking for alternative learning assessment tools that are effective and easy to use.

Technically, assessment is traditionally carried out on a paper-based system. Yet, due to the rapid change of technology in the language classroom, the traditional assessment shifts to a technology-based system. One of the most widely used technologies for learning assessment is Google Forms. It is one piece of software that is easily accessible, free to use, easy to operate, and quite well developed as a learning process evaluation tool. It is also one of the best solutions for alternative learning assessment tools that are effective and easy to use during the COVID-19 pandemic.

Google Forms are a component of the Google Docs service. The functions of the Google Form for education include providing online practice/test assignments through website pages, collecting people's opinions, collecting various student and teacher data, making online registration forms at schools, and distributing questionnaires to people online. In addition, Google Form can be used to assess student English proficiency.

From the daily assessment, it turned out that almost all students were able to follow and implement, except for some students who were not active from the beginning because they did not have online facilities. For students who cannot participate in assessment activities using Google Forms, the teacher has an alternative assessment method that is done offline specifically for students' homes, as is done during the offline learning process.

Research on the use of Google as a learning medium, evaluation, registration form, and assignment has been carried out by several researchers, such as (Batubara, 2007; Fauzi, 2014; Fatria, 2017; Vasantha Raju & Harinarayana, 2016). Some find that, as an unconventional formative assessment tool, Google Form has been successful in accomodating students' feedback for the improvement of the course instruction (Haddad & Kalaani, 2014). However, if the instructions are not carefully designed, the Google form may be rendered useless., it is important for teachers to maintain the students' privacy in the spreadsheet result sharing (Dienno et al., 2015). Besides, senior high school level in Indonesia uses Google Form as an evaluation tool. A Google form can be considered by teachers as a learning evaluation instrument and as an alternative to making online questions (Thohir & Muslimah, 2020). As an additional benefit, using Google Form in ELT also gives the students the ability to view their scores once they submit their answers.

Considering all the benefits above, the researchers were interested in conducting research entitled "The Effectiveness of Google Form As an Assessment Tool in ELT: Critical Review of the Literature."

2. METHOD

This is a literature study or a research library. Hoesseini (2014); Mallett (2004), stated that a 'critical' literature review is supposed to 'critically examine' a rather solid literary body of arguments/ideas around a particular topic. As the primary means of generating the arguments in this paper, the researchers are used journals and other literature. It provides the advantages of google form which will be analyzed through journal articles. In addition, an analysis of the upset google form as an assessment tool in ELT is carried out. Furthermore, the utilizing google form as an assessment tool in ELT also analyzed through document studies, in order to get an explanation related to the topics.

3.   DISCUSSION

3.1. The Advantages of Google Form

Google Forms is a web-based app used to create forms for data collection purposes (Wiemken et al., 2018; Thuan, 2018). Students and teachers can use Google Forms to make surveys, quizzes, or event registration sheets. The form is web-based and can be shared with respondents by sending a link, emailing a message, or embedding it into a web page or blog post. Data gathered using the form is typically stored in a spreadsheet. Although there are other online survey apps, Google Forms is an excellent free option.

a) Create Surveys to Meet Curriculum Objectives

It is likely that your students are required to make surveys. Take a look at your math curriculum. Learning objectives typically include research design, data collection, data analysis, and reporting outcomes (often these appear in the data management, statistic, and/or probability section). Now take a look at your science curriculum. Scientific inquiry should be listed as a learning objective, which includes asking questions, collecting data, organizing findings, analyzing and interpreting data, and communicating results. The great news is that Google Forms can help your students meet curriculum requirements! Your students will be able to pose a meaningful research question, select a sample group from the population using an appropriate sampling technique, design a questionnaire without question bias, administer the survey, analyze the data using graphs, data tables, and pivot charts, and draw conclusions from the data. Google Forms is a useful tool for meeting objectives.

b) Ask Various Types of Questions

Google Forms allows you to ask both open-ended and closed-ended questions. You can use drop down menus, multiple choice, checklists, rating scales, and short answers text boxes to gather data. Below are the types of questions you can use in a Google Form:

- Text
- Paragraph Text
- Multiple Choice
- Checkboxes
- Choose from a list
- Scale
- Grid
- Date
- Time

c) Apply Validation Options to Control Data Entry

Data validation is a rule applied to data entry to make sure that the information is correct and/or useful. Google Forms offers many options for controlling answers provided by respondents. Questions can be set to required to prevent respondents from skipping a question. A number or text can be restricted to a specific entry, character count, or range. A checklist can have the number of options selected limited. As well, the order of choices for a question can be shuffled to avoid placement within a list influencing selection. Validation options provided by Google Forms help to improve the quality of the data recorded.

d) Create Professional Looking Forms using Themes

Google Forms helps you create a professional looking form. Themes are available allowing you and your students to select from over twenty pre-set designs. In addition, a custom option promotes creativity. The header, text, form background, and page background can all be customized. It is fun to explore the library of header images (some are animated!).

One feature I like is the ability to set the page background. You can upload a picture, take a snapshot, or load an image from a URL or Google Drive to create a custom look. With so many web apps limiting the creative process, it is refreshing that form appearance is not restricted to only a few templates in Google Forms.

e) Multiple Ways to Administer Forms

Google Forms lets you and your students collect data using multiple methods. A form can be included in the body of an email allowing a respondent to submit their responses from their Inbox. A link can be generated allowing respondents to answer the questions using a web-based form. Code can be generated and then embedded into a blog or web page as another option for data collection. As well, if a paper/pencil method is preferred the form can be converted into a PDF file using Google Chrome.

f) Get quick answers

Most communities sometimes have routine activities that held in a certain place, using Google Forms, community administrators can easily plan a journey. For example, camping and study tours. Through Google Forms, administrators/committees can manage registrations taran events, prepare quick polls, collect email addresses, create quizzes, and more.

g) Create or respond instantly anywhere

The forms in the Google Forms tool are responsive, meaning easy (and beautiful) to create, edit and respond to on-screen large (personal computer/PC or laptop/laptop) and small (smart phone). Google users Forms can easily share forms/questionnaires/other through the share link (share the link) to the target respondents. Sharing this link can be done via e-mail and social communication media. Even the respondent can immediately provide a response or feedback by accessing shared link. Thus, the data collector will be able to get a direct response from respondents, even though they are in different places different – far, near – or in different time zones.

1) For Personal Use
- Contact Information, to store information/data colleagues/friends (name, address, e-mail, phone number, etc.)
- Find a Time, to set an appointment with choose a possible day and time.
- RSVP, to convey confirmation/assurance on Attendance at an event/meeting.
- Party invites, to convey confirmation/certainty on attendance at a party invitation.
- T-Shirt Sign Up, to record the order of an item.
- Event Registration, to list the list of participants who took part in an event.

2) For Work
- Event Feedback, to find out the level of participant satisfaction to an event that has been attended.
- Order Form, to store order data from customers.
- Job Application, to fill in the data as a job applicant.
- Time Off Request, to apply for vacation/leave work.
- Work Request, to record employee complaints/difficulties.
- Customer Feedback, to find out the level of customer satisfaction regarding the goods/services that have been used.

3) For Education
- Blank Quiz, to create quizzes with shapes other than available templates.

- Exit Ticket, a short quiz for students before them allowed to leave the classroom/study room.
- Assessment, assessment sheet to find out understanding students to learning materials.
- Worksheets, student worksheets to measure student knowledge to a learning material.
- Course Evaluation, to find out students' impressions during the process learning and collect data about students' difficulties in learning understand the learning material.

3.2. Upset Google Form As an Assessment in ELT

Simanjuntak & Limbong (2018), have conducted a study that illustrated the variation of the students' worksheet that may be formulated in google form. The research vividly showed the steps in making the online worksheets as follows.

a. Preparation Stages

At this preparation stage several things that are needed, namely:
1) Prepare an operational device, such as a computer, laptop, smartphone, tablet, etc. (choose one).
2) Instruments used are connected to the internet network.
3) Have a Google email account
4) Semester learning plan documents

b. Design Stages

Before the implementation of the worksheet, the content of the worksheets is desired, such as assignment identity, student Name, and ID, the content of worksheets (text/narration, image / visual, web links, videos, etc.), selection of the desired template form. To fill in the content of worksheets adjusted to the topics taken from the semester learning plan.

c. Implementation Phase

To open and run google forms can be done in 2 (two) ways, namely first accessing through the search engine and the second entering through the Gmail account that was previously owned. To access via the search engine by typing the keyword "google form." Meanwhile via an email account by opening the google drive feature and selecting the google forms menu. After entering the Google form page, some template characteristics are presented, such as education, personal and work activities. The templates provided are patterned document models that can be used/adapted to the desired design.

Selecting a template in making the worksheet will automatically adjust the chosen template. In the template, there will be parts (features) that help and support in designing the desired worksheet. After selecting one of the templates and entering into the Google form, some parts need to be known, namely:
1) The top section of a Google form sheet contains the Untitled text form which is part of writing the title of the desired worksheet. Only by deleting/overwriting the untitled form, the writing will automatically change.
2) This section is a description of a sheet used. It is generally used to provide concise information on worksheet users.
3) This section is a format of questions that can be modified by writing/quoting the untitled Question with a question statement.
4) The answer column for worksheet questions.

5) Options for the model of the desired answer, such as short answers, long answers (paragraphs), multiple choices, checkboxes, upload files or use a scale.
6) Providers help to add desired parts such as questions, titles, and descriptions, insert images/photos, videos, and add/multiply parts of the worksheet page.
7) This section is to change the color, background, and form of writing.
8) This section is to see the overall temporary appearance.
9) Arrangements for managing worksheets, such as restrictions on sending worksheets to users, rearranged by the user before the sheet is sent and manipulating the text of the recipient of the worksheet.
10) This section of the worksheet is ready to be sent to users (students) which can be done via email, individuals/collectives, links and sharing on social media (Google+, Facebook and Twitter). Each worksheet creation is stored automatically and stored in a folder.

d. Worksheet Models

Based on the final results of the worksheet, some models are produced, namely:

1) Narrative Model

This worksheet is designed to analyze a problem that is given narratively. In its use students merely open and access the links that have been provided https://goo.gl/forms/kKWT6CcRlHNiwDkH3.

2) Audio-Visual Model

This worksheet is designed to include video content that contains audio-visuals. In this worksheet, videos can be observed and played directly. Students see the video content that is included. Thus the video content can be used as a source of analysis. To open and access the worksheet, students begin the worksheet through the link https://goo.gl/forms/irHBf5lhEX2SfKHn1

3) Link Model

This worksheet is designed for students in carrying out tasks related to the review of documents, such as journals and electronic books. Teachers can list and link links from specific sources that can be accessed directly. To open this worksheet students need to open links https://goo.gl/forms/r9RxC5P2YbLCzWAz2.

3.3. Empirical Studies on Google Form As an Assessment tool in ELT

There have been some studies investigating the use of Google Forms as an assassing tool in ELT classrooms (Djenno et al., 2015; Agung et al, 2018; Lestari, 2015). Their studies show positive results of using Google Forms in English language learning. The studies show the reported below by the writers' critical review in the next section.

Djenno et al. (2015) conducted a study entittled From Paper to Pixels: Using Google Forms for Collaboration and Assessment. This study provided five recommendations for instructor who want to utilize google form as an assassing tool. The recommendations are:

1. Keep the focus of the forms on the content of instruction and on assessment. Google Forms is a useful tool but essentially worthless if not mindfully incorporated into instructional design.

2. Consider anonymizing student responses for in-class/real-time work so that spreadsheets can be shared with students while respecting their privacy.

3. Offer to share spreadsheets with course instructor to get buy-in from them and to create opportunities for collaboration.

4. Do not take for granted that students will know how to populate the forms. Model the use of the forms, in addition to Sheret & Steele's (2013) recommendation to model the research process.

According to this study, for librarians at UIC (University of Illinois at Chicago), using Google Forms proved to be an easy (and free) way to foster more active learning and to facilitate real-time formative assessment during library instruction sessions (Nilson & Goodson, 2021). It was an effective method largely because of student and course instructor buy-in and the forms' ease of use. This application of Google Forms can be easily replicated and extended by other instruction librarians/libraries engaged in similar information literacy work. As the foregoing indicates, there are many pedagogical benefits associated with this approach, for students, library instructors, and course instructors.

Any successful change in library instruction necessitates cooperation from discipline-based faculty, as well as library departmental buy-in. In the researchers' experience, English department instructors were largely impressed with the use of Google Forms and were pleased that librarians included the exercise as part of the session. In many cases, using the keywords in a follow-up library instruction session was useful in terms of making the relevance of instruction to the students' research inquiries apparent. When embarking on a large-scale assessment project using an online tool like Google Forms, buy-in from other librarians is also important for consistency in instructional methods, and in order that an adequate data set can be produced. For librarians at UIC, having department-wide meetings to agree on a consistent approach was essential to these assessment strategies.

Agung et al. (2018) conducted a study that aimed to find out how the implementation of the Google-based form learning assessment in schools, as well as the response of students to the implementation of the online assessment, affected This study uses quantitative methods with data collection techniques in the form of questionnaires. The subjects of this study were students in class XI in Madrasah Aliyah Negeri 2 Bandung (high school level) in Bandung, Indonesia. The results of this study indicate that learning assessments using the Google form were responded to very positively by students, who did not experience difficulties and were satisfied with the implementation of online tests. Assessment of Google form-based learning is an excellent alternative to be used by educators in conducting assessment activities that have the advantages of being effective, efficient, and attractive to students.

Sari et al. (2020) conducted a study that presented an assessment tool in which it aimed to investigate the positive features and limitations of Google Forms as an EFL assessment tool. The research method used in this study is a descriptive qualitative study in which the instruments employed are the class activity log and the observation checklist. Moreover, there are 240 non-English major students among the participants. The results of the study showed that there are five positive features and two limitations to Google Forms as an EFL assessment tool. It can be concluded that the positive features of Google Forms as an EFL assessment tool are in terms of efficiency in time and energy, conformity to the students' characteristics, lower cost, detailed results, and helpful features. In other words, the significant implication is that the use of Google Forms as an assessment tool can alleviate the lecturer's workload. Furthermore, the limitations deal with scoring and tool issues.

4. CONCLUSION

Assessment is held as a central aspect in the learning process. It is the process of collecting and processing information to measure the achievement of student learning outcomes. Years ago, assessment was traditionally carried out on a paper-based system. Nowadays, it has shifted to a technology-based system. One of the most widely used technologies for learning assessment is Google Forms. It is one of the best solutions for alternative learning assessment tools that are effective and easy to do during the COVID-19 pandemic.

There are several advantages to using Google Forms as an assessment tool in ELT. As an unconventional formative assessment tool, by using Google Forms, teachers could create surveys to meet curriculum objectives, ask various types of questions, apply validation options to control data entry, create professional looking forms using themes, and get quick answers and respond instantly anywhere.

To upset an assessment in Google form, the teachers should do several things that are called "preparation stages." Then, the teachers need to design stages such as assignment identity, student name, and ID, the content of worksheets (text/narration, image/visual, web links, videos, etc.) and then do the implementation phase. worksheet models The models based on the final results of the worksheet are the narrative model, audio-visual model, and link model.

To support this study, the researchers analyzed three previous studies (Djenno et al., 2015; Agung et al., 2018; and Lestari, 2015). Their studies show positive results of using Google Forms as an assessment tool in English Language Teaching. It was an effective method largely because of student and course instructor buy-in and the forms' ease of use. This Google Forms application can be easily replicated and extended by teachers to aid in English language learning.

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