

Google Form Implementation on General English Assignment in Polytechnic Education



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Abstract

Implementing internet platform assisting teachers' learning material is commonly applied in leaning instructional for example creating questionnaire using Google Forms. Whereas, providing English assignment in the classroom using Google Forms was not explored deeply by lecturers in Politeknik education system. The current study attempts to gauge the use of Google Forms on English task. There were 98 students of engineering department in the (Politeknik Negeri Bali) given a questionnaire. Furthermore, descriptive method was then employed to elucidate the result. The findings explained that most of the students pursue to use Google Forms in working on the English assignment which should be prepared by the lecturers. There were 8 significant steps to create the task through Google Forms which is able to modify. This is a call for the lecturers to apply Google Forms in delivering the regular task to the learners in the classroom.

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1 Introduction

Google forms

A digital tool such as Google Forms is a web-based app used to create forms for data collection purposes. Students and teachers can use Google Forms to make surveys, quizzes, or event registration sheets. Teachers can easily conduct tests for their students using this tool-after all the students have taken the test, the teacher can take the test attempting all the questions with correct answers (Sivakumar, 2019). Teachers can use forms for a variety of productivity tasks. Teachers can use forms for a variety of productivity tasks. Teachers can collaborate with their co-workers at the same time to build surveys in working with their teams or departments. Forms can be used for lesson planning, professional development planning or surveys, and assessment forms. In addition, Forms can be used for gathering student test results to determine areas of need in making informed decisions for instruction. There are many ways that Google Forms can be used that benefit teaching and learning. Not only can you use Forms to build quizzes and surveys, it can also be used for many classroom tasks, such as managing assignments, collecting student feedback, writing book reviews, and collaborating on group projects (Card, 1999; Vasilescu et al., 2010).

General English

All level of educations in academia introduce General English, from the young to adult learners generally taught how to use basic English. The main point of this level of English is providing a starter material and knowledge to the learners. The material is learned by all ages who begin to study the English from the first stage. In particular higher education system, the department which is not related to the global communication or English learning provides General English only for introduction, while intensive General English is given to the students who study in English department or international communication. In higher education, university or polytechnic for instance, General English is provided for the first semester commonly which familiarize the use of English language (Zhu, 2004; Hannay, 1991).

Polytechnic

Polytechnic education learning gain is able to apply knowledge into a product design or process or apply knowledge into the planning and production control (Muhammad et al., 2018). In higher level of education, Polytechnic involves specific vocational focused, which tends to study practically about science and technology. The goal of this education is to contrive entrepreneurship, creator, and inventor facing the workforce according to their expertise. Leading students to be ready in particular skill provide the need of industry to deal with the work environment. Some analysis conducted by recent studies found that digital tools such as Google Forms used as assessment, mix method learning, technology introduction to childhood, and collecting students' arguments. The digital technology improvements also create beneficial function for both teacher and student in the classroom. The exploration of technology using Google Forms explained by Sandhya which used for collecting the data, it is part of ICT can assist the users to collect and analyse data which then can be interpreted by the readers (Sandhya et al., 2020). This study elaborated the benefit of Google Forms for higher level of students as a media to conduce the data collection in the end of the study. By using a digital media, the result can be processed automatically and data accuracy delivered clearly. The advantages of Google Forms for teachers analysed deeply by Ali in the previous study. The study found that online tests was a good opportunity for students to stay away from all tension, stress and anxiety that could be caused by the boring atmosphere of the normal examination room. These tests also helped students developing their expertise in dealing with the internet, emails, and Google Forms. The important was digital task which constructed by teacher, gave a chance for students to review material preparations in facing semester exams. Most of students were keen to study and learn the test mock before taking the examination (Ali, 2018). From this findings, Google Forms was as a tool to help teacher digitalising the test, this also helped to habituate students with technology. Another research explained that Google Forms was also beneficial for both teachers and students in engineering higher education analysed by Hallur. The paper explained about an experience of Google Forms usage in engineering education which changed means of approach towards students, thinking, collection of information and working style of a teacher in this era. The use more number of Learning Management Systems helped a teacher to find more effectiveness in quizzes, feedback collection and analysis of both through different features that are expected to be

added (Hallur, 2016). This tool contributed to the teachers creating learning materials for examples tasks and data analysis which can be linked automatically to the other platforms (Ellis et al., 2008; Nickerson, 2005).

The use of the digital tools are not only applied for higher level of study but also childhood can be considered as the main subject in delivering the digital learning material for example in early childhood. The development of digital technology today has been included in the world of education, including Early Childhood Education (ECE). Digital tools, Google Forms for instance, have several advantages that a manual questionnaire does not have, namely paperless, environmentally friendly, time efficient, labour costs, accurate recapitulation of respondents' answers, and practical. Google Form is as one of the conversion results from manual technology which previously was a paper form questionnaire into paperless one (Rohmah et al., 2018). Learning materials based on digital questionnaires can be a solution to overcome the limitations of time, cost, and personnel in ECE institutions (Maskin & Sjöström, 2002; Grol & Grimshaw, 2003).

Developing cognitive skill using Google Forms applied by the previous researchers, the study aimed to examine the effectiveness of using Google Forms in the Problem Based Learning (PBL) model to improve the critical thinking skills of high school students. So it can be concluded that learning using Problem Based Learning (PBL) model assisted by Google Forms was effective in improving students critical thinking skills. Learning with Problem Based Learning (PBL) assisted by Google Forms can effectively improve students' mastery of concepts and critical thinking skills on acid-based solution (Erni & Abdul, 2020). A formative assessment tool using Google Forms were experienced by the recent researchers. There were some studies explored the use of Google Forms for students assessments. According to Jazil, the digital tool can be used for an online assessment tool such as Google Form to examine grammar understanding (Jazil et al., 2020). The results experienced that Google Forms was a media to assess students language structure skill through learning instructional. The benefit of applying Google Forms was to link the students' result to the other classroom platforms for example Google Classroom. Besides, the teacher used a setting on Google Forms to "branch" the assessments and meaning created one basic test and included questions that both enriched the standard and gave interventions to help struggling students better understand the content. Due to its rapid data presentation, Google Forms could be useful as a summative assessment tool which is beneficial for teachers (Douell, 2020). In delivering the tasks, the necessary of organizing the digital tools should be focused in dealing with students problem during accomplishing the assignment. The research conducted by Iqbal, the results of this study was the creation of student worksheets requires the stages in the process and produces several forms of worksheet models that can be tailored to the needs. Besides, teachers and students were more accessible in the process of sending and receiving worksheets that were done online (Iqbal et al., 2018). By preparing worksheets through the Google Forms, it created a stimulating, interactive learning environment and saves time. In the light of Polytechnic education system, the use of Google Forms was only for exploring students' opinions such as giving questionnaire, however this digital platform was not applied significantly for making assignment and task during the classroom instructional. In making learning material, it is important for the researchers to know the users point of view towards the effectiveness of using the platform. This study discovers how the Google Forms made for students' assignment through learning and teaching process in the classroom. In addition, this research is also elaborating learners arguments in working on the task given through Google Forms (Böckerman et al., 2009; Kinker et al., 2021).

2 Method

Qualitative descriptive was used to explain the result of this study that elaborate the students' opinion provided on the questionnaire. The questionnaire consisted of 8 questions asked about learners' argument about the use of Google Forms and its benefit for the learning process in the classroom. Screen capture method was also applied to elucidate the process of making Google Forms which can lead operators, teachers or lecturers to make assignment through Google Forms appropriately before sending it to the learners. The subject of this study was the students of engineering in Bali State Polytechnic who learned English subject in the beginning of the semester. There were 98 students as the samples asked to answer the questionnaire (Trinova et al., 2021; Minggu et al., 2019).

3 Findings and Discussion

Learners opinions using Google Forms in English assignment

From the tables below, there were more than 50% of students mostly like to study English integrated with internet. There were 88.7% of students chose small device to assist learners through learning instructional. Most of the students argued the sustainability of using small device could be used during face to face or online learning. The result below mentions students' opinion about the English assignment using Google Form given by the researchers. Students' arguments were also asked which answered the researchers' analysis about the learners' urge in learning English. Furthermore, information of the all data questionnaires can be seen below.

Table 1
Questionnaire of students' perception using Google Form

Questionnaires	Totally Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Totally Disagree (%)
I like studying English	28.9	41.2	27.8		2.1
I like learning 4 skills (listening, speaking, reading and writing) taught by lecturer	15.5	60.8	21.6	2.1	
I like studying English using smartphone	12.4	48.5	37.1	2.1	
I like using smartphone integrated with internet	26.8	58.8	14.4		
Internet helps me learning English in the classroom and at home	46.4	37.1	16.5		
Google form is a good medium to deliver English assignment	6.2	69.1	23.7	1	
Google form is accessible	12.4	66	20.6	1	
Google form is a good medium as a students' assignment	11.3	58.8	28.9	1	

Vocational students argued that English was still studied significantly in the classroom, which then will be used in the industry after being graduated. These can be seen from the data above that almost half of the students agree English is the favourite subject. However, some learners suggested that English is not really important subject for the higher vocational education. This means not all learners think English is not the most important to assist the skills to face the industry. Lecturers must assure students to gain as well as learn English intensively because the companies now promote and interact the global market selling product using English. Particularly, most of the students agreed that listening, reading, writing and speaking must be studied in the classroom to enhance the English fluency.

Implementing Google Forms towards English task during learning process were favoured by students, the data showed that delivering task using Google Forms was significantly chosen by learners. Answering the task from Google Forms, the students' score and feedback are automatically received. This is beneficial for teachers and students to know the learners' comprehension in certain subject. This results had similar to the recent study that give the teacher ideas to interject the digital platform such as Google Forms through learning process in the classroom. In the previous study involving lecturers in Medan University as the subject found that Google Forms was the best way for interactive teaching and learning for example sending, receiving and organising the task in the classroom (Simanjuntak & Limbong 2018). This digital platform led the teachers and learners doing the interaction which encourage the learning process more interesting.

The process of making English assignment on Google Forms

Overall, the process of creating assignment on Google Forms involved eight steps, beginning with opening Google Forms on search engine, ending up with copying the link.

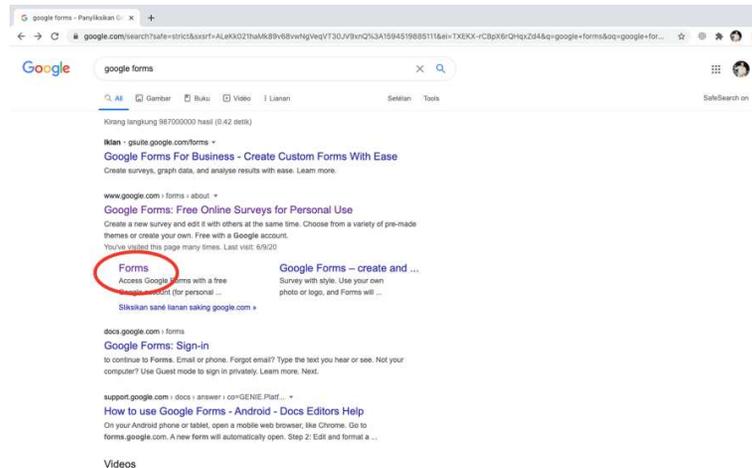


Figure 1. Google <https://bit.ly/2C1BJXr>

Initially, using search engine was the easiest way to explore the platform, however the users were recommended to create google account to make the cross platforms work properly. By entering key words “Google Forms”, some results could be seen and the “Forms” which was circled on the picture should be entered to run the next part of making the assignment.

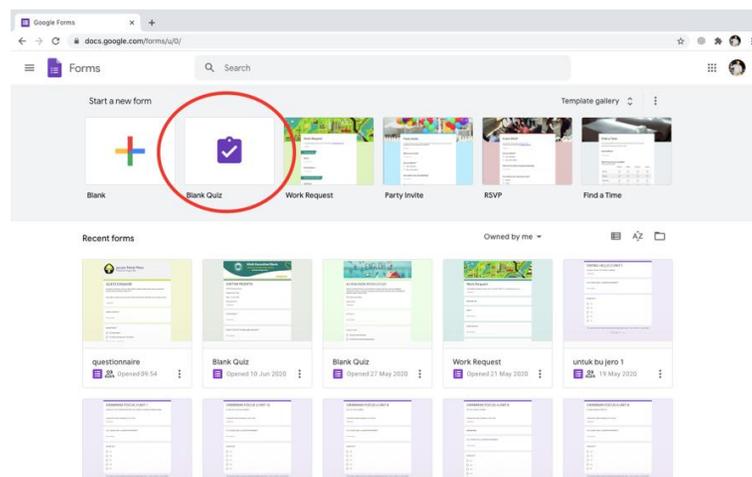


Figure 2. Google form <https://docs.google.com/forms/u/0/>

In the subsequent stage, the application provided some options which could be chosen by the teachers. Blank, Blank Quiz, Work Request, Party Invite, RSVP, and Find a Time were some preferences assisting the teachers making the digital tools based on the need. It is suggested that by opening Blank quiz circled above, it would help to start making the assignment comprehensively.

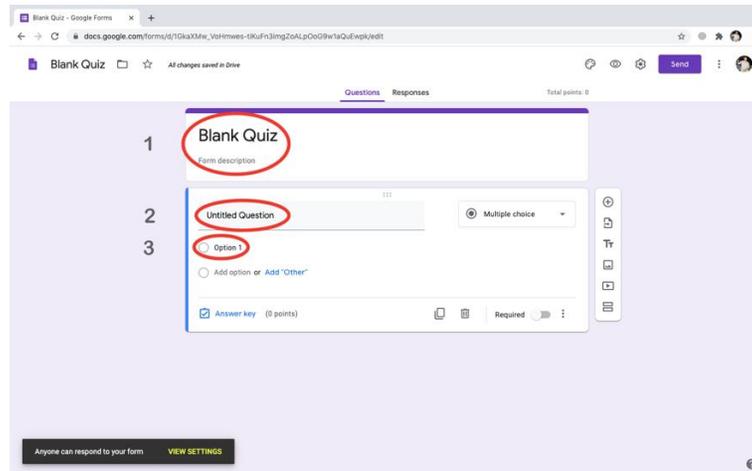


Figure 3. Blank quiz <https://bit.ly/329Rd6g>

After choosing Blank Quiz option, teachers could first type the title and the description of the assignment on the “Blank Quiz” space, then started to build the questions which was provided on the “Untitled Question”, after this, making the option and choosing the correct answer must be done on the “Option”. In terms of making the answers, teacher must choose the correct answer on each question to allow students get the feedback whether the answer was right or wrong.

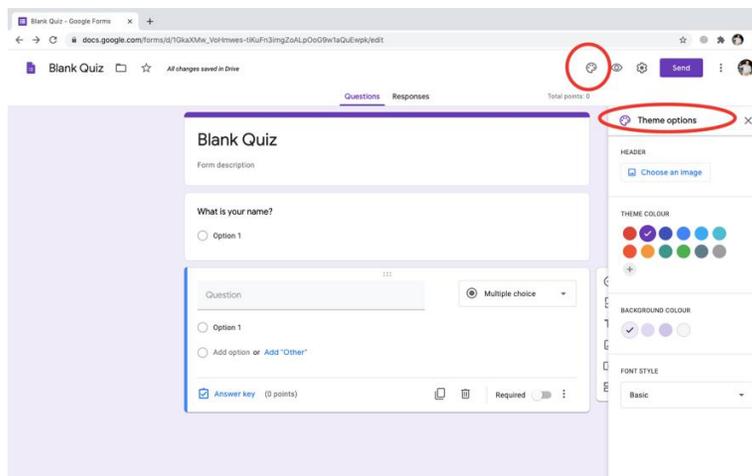


Figure 4. Untitled Question <https://bit.ly/329Rd6g>

According to the background of the layer on the assignment, users could choose the theme option which may assist to likened with for example the school colour. Furthermore, the ambience could be built as long as the colour accepted and was not disturbing the learners through answering the questions on Google Forms.

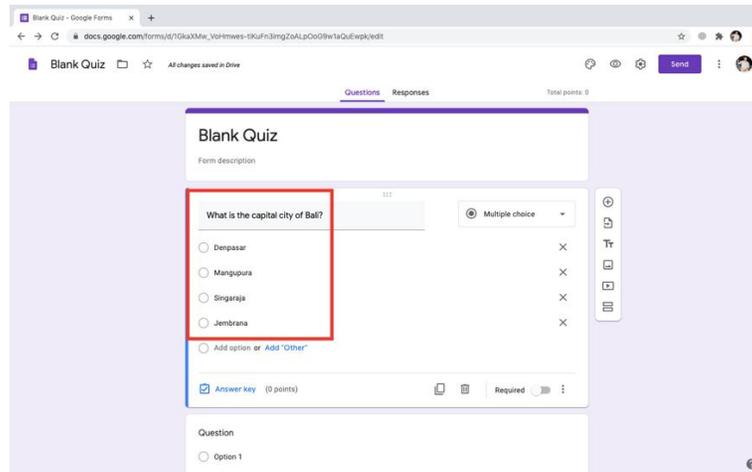


Figure 5. Theme option <https://bit.ly/329Rd6g>

Next stage, typing the question and options on the position were needed. The options slot could be added depending on the necessity. The operator also might insert picture and audio which was part of the questions. These files should be uploaded so this could be played by the learners through answering the test.

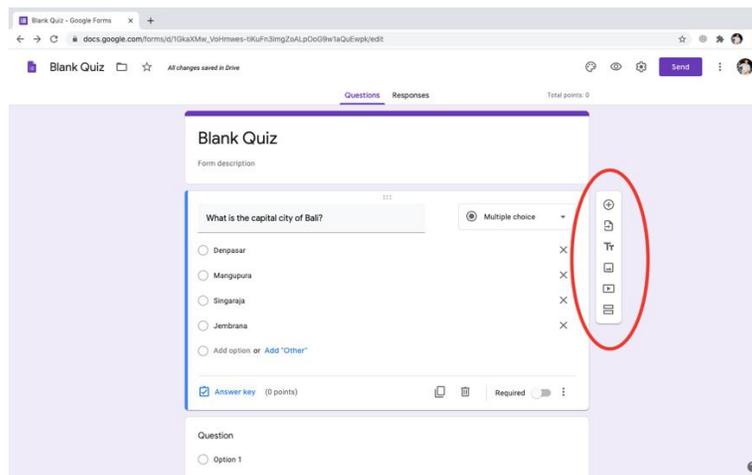
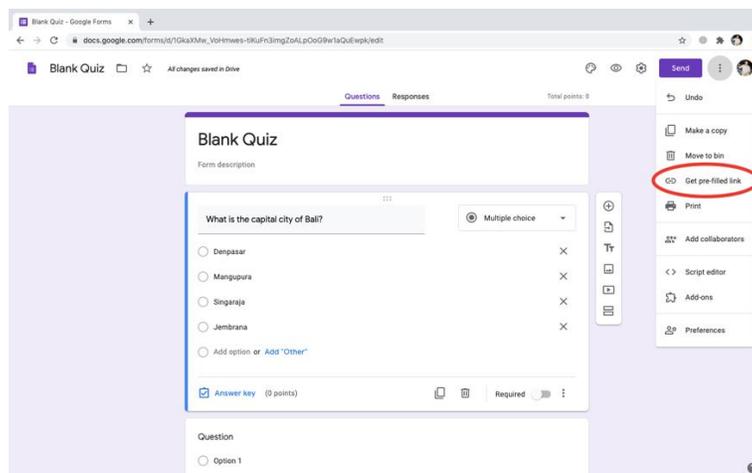
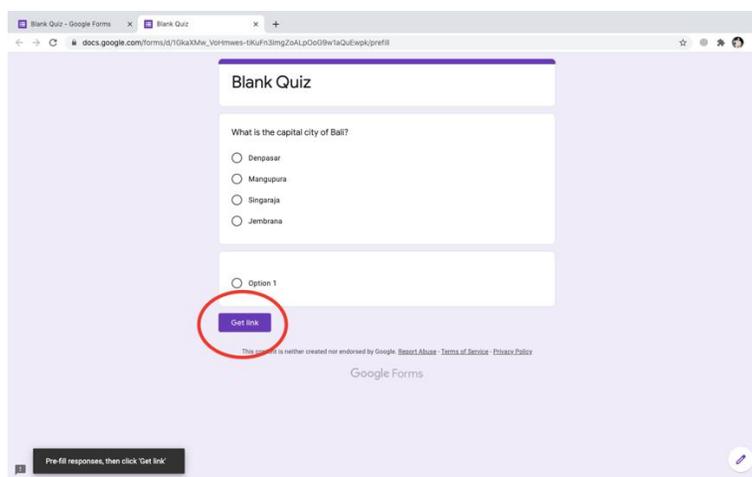


Figure 6. <https://bit.ly/329Rd6g>

The right side of the picture above, there were many options which could be chosen by the operator to modify the quiz. The symbol "+" on the top list means adding the new type of questions, while the second symbol means importing questions and options. The third part of the list means putting the new title and description which show the header of each question. The operator might choose picture, video and new session which could be uploaded to add visual and different page of each question.

Figure 7. <https://bit.ly/329Rd6g>

Subsequently, getting pre-filled link was needed which then should be shared to the learners.

Figure 8. <https://bit.ly/2Zp0DcB>

Finally, the operator taped the “get link” showed on the picture above before sending it to the learners.

4 Conclusion

Teachers recommend to develop the tool using technology such as Google Forms in the classroom which should be fit to the learners' necessity. The combination of learning material and Google Forms showed a flexibility. This digital tool can be developed to enhance learners' desire in learning foreign language in the classroom. Learning in different conditions will not be a barrier if the teachers and learners can create the interactions and choose the correct methodology. By applying this tool as a strategy, the aim of learning constructional will be gained smoothly. The process of making the assignment through Google Forms is simple and easy to modify. The platform also provides audio and visual which involve not only particular skill such as writing or structure however can assist wider type of assignment for example listening and reading. The other advantages are getting score automatically after finishing the task and the data which is significant for lecturers to witness the learners' comprehension in learning the subject given. Achieving score directly after completing the task can assist students to know the ability of particular subject. In the other words, the score is the reflection of learners' comprehension in absorbing the material which helps the

teachers to get the students' data about the ability during the learning process. The data showed on Google Forms mentioning the percentage, chart, and the score details of each learner. However, there were some limitations found in the use of this platform for example there was no time limitation available and the application background was rigid for young learners. Preparing time on the application is important before delivering the task to the learners, this gives reminder to students answering each question, while this tool was not provided by Google Forms. The use of Google Forms technology for adult will be beneficial, however in terms of the layout, it seems to be provided for higher students such as University or Polytechnic learners.

Conflict of interest statement

The author declared that she have no competing interest.

Statement of authorship

The author have a responsibility for the conception and design of the study. The author have approved the final article.

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