THE USE OF GOOGLE FORM AS A FORMATIVE ASSESSMENT TOOL IN LEARNING PROCEDURE TEXT

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KEYWORDS	ABSTRACT
Tool, Google Form, Formative Assessment, Procedure Text.	Google Form is an application that can be used for free to assist teachers in assessing student learning outcomes in this modern era. This study aims to 1) To find out the use of Google Form as a formative assessment tool, 2) To find out students' perceptions of using Google Form as a formative assessment tool in Procedure Text learning and to find out the obstacles they face in using Google Form. The theory used to analyze the formulation of the problem was the behavioristic theory of Burrhus Frederic Skinner and Edward Lee Thorndike. Data collection methods used are interview, observation, and documentation. The data that has been collected was analyzed using a qualitative descriptive analysis method through data reduction, data presentation and making conclusions. The results showed that the use of Google Forms as a formative assessment tool in learning Procedure Text for tenth grade students of SMA Negeri 5 Semarang includes 3 stages : the preparation stage, the implementation stage, and the final stage. Students' perception of the application of Google Form as a formative assessment tool in learning Procedure Text were easy to use, flexible, and effective. However, the obstacles encountered in using Google Form were unstable internet connection and limited internet quota.

INTRODUCTION

Currently, the use of information technology is a part of life that provides many conveniences. Technology continues to advance and develop over time so that humans and technology cannot be separated. Technology develops because of humans. For now we are in the globalization era. So, for anyone who can't adapt or change well with the changes and developments in technology, they will be left behind. With increasingly sophisticated technology, it makes easier for humans to carry out their daily activities. Imam Makruf cites Haag and Keen's opinion that information technology is a tool that helps us work with information and perform tasks related to information processing. Makruf (2009) Google Form is a form of information technology and it is possible to use it as an assessment in education and learning.

Google Form is one of the features found in Google Docs. This application is perfect for various profession, including teachers, who will collect various data or answers from students. This Google Form can be shared with students or other people openly or specifically to Google account owners with accessibility options, as needed. In addition, this application can also be an alternative for people who don't have the funds to use free programs instead of pirating paid programs (Batubara, 2016). Google Form is one of the recommended applications for creating online assessment tools. Display and how to use it is quite simple so it is easy to understand. Even for assessment in the form of multiple choices, questions and answer choices can be randomized. In

addition, answer keys and scores can be arranged so that the teacher does not need to check one by one the answers sent by students. The use of Google Form should be optimized for various educational tasks, such as giving online tests, collecting student or teacher data, creating online registration forms for schools, distributing questionnaires to people online and collecting the opinions of others (Rahardja, 2018). Therefore, Google Form is very useful to support the process of assessing student learning outcomes.

Assessment determines the success of students in implementing learning. Assessment has a role and cannot be separated from teaching. It is also important to do this to obtain data that is useful for improving the quality of learning and is also used to evaluate something based on predetermined criteria and objectives, which are then followed by making decisions on the object being assessed. Teachers must improve the quality of their teaching such as methods and strategies in their application to get maximum results in accordance with pre-designed learning objectives so that the quality of the planned assessment can be as expected (Ridho, 2018). An assessment that aims to provide feedback on student knowledge is a formative assessment (Kusairi, 2013). Formative assessments can be carried out in writing or orally which aim to provide information about students' understanding of the material being taught (Nurjannah, 2017). The benefit of formative assessment for students is as feedback for students, so that students know the material that must be studied carefully again independently. There are various media in the application of formative assessment, one of the media is Google Form. It is part of an application made by Google that is used to create, edit and save documents.

Google Form-based online media in learning is the right choice. Besides it is being easily accessible, this media also has many adequate features so that learning is not boring. For this reason, the writer is interested in studying the use of Google Form as a formative assessment tool in learning Procedure Text and the students' perceptions by using Google Form. It is intended that students know how to use and manufacture the media. It also aims to make the learning process focused and innovative.

METHODS

This study used a descriptive qualitative approach. The data collected is in the form of words, pictures, not numbers. Qualitative research is a research procedure with data processing that is arranged systematically in the form of sentences or words, categories regarding an object to obtain conclusions (Agung, 2018: 119). The descriptive approach is data analysis which is carried out by collecting data, managing data and then presenting observation data in the form of words, language and pictures (Moleong, 2007). Data collection techniques in this study were carried out through observation, interviews, and documentation studies. In this study using participatory observation which researchers involved with the daily activities of people who are being observed or used as a source of research data. The subjects in this study were students of class X-4 at SMA Negeri 5 Semarang. The interview used in this study was an unstructured interview technique with informants as a source of data to obtain information related to the research topic. Informants in this study were five students of class X-4 at SMA Negeri 5 Semarang. Documentation study is one method of collecting data in qualitative

research by obtaining a number of documented information in the form of written documents or recorded documents (Rahmadi, 2011: 85). In this study, researchers collected artifacts related to the learning activities of students who used Google Forms. It were documentation of learning activities and the results of the formative assessment about Procedure Text.

FINDINGS AND DISCUSSION
Google Form

Google Form is an application in the form of a template or worksheet that can be used independently or together for the purpose of obtaining user information (Nuraeni, R., & Rohman, 2020) This application is in Google Drive storage with other applications. The Google Form template is easy to understand and to use. It is also available in a large selection of languages. The implementation of technology-based learning requires teachers to be able to master technology so that they can provide maximum learning to students. The teacher must also be able to provide an assessment to students. The purpose of giving an assessment to students is to measure the extent to which students can understand the learning that has been learned. When carrying out technology-based learning, one of the media that can be used is Google form.

Google form is an online media that is used to carry out assessments for students, where in Google form it can be used to provide assessments to students such as assessments in the form of multiple choices, short answers or essays. Google form also provides facilities where students can see their grades directly.

Formative Assessment

Assessment is an activity to collect information about how something is working, which is then used to determine the right alternative in making decisions (Ananda & Rafida, 2017). Scriven in Stufflebeam and Shinkfield (2007) defines evaluation that "evaluation is the process of determining the merit, worth, and value of things and evaluation is the product of the process" (M. Atwi Suparman, 2014). In other words, assessment is the product of the process of determining the benefits and value of something. The product is in the form of findings written in the form of a report.

Formative assessment can be defined as the process of providing, analyzing, and using data and information to serve as a basis for decision making in order to improve the quality of instructional products or programs (M. Atwi Suparman, 2014). Formative assessment is an integral part of the instructional materials development process (Pratiwi et al., 2022). In formative assessment it is necessary to pay attention to class assessment which involves three aspects by using class assessment techniques based on the teacher's understanding about class assessment. The three assessment aspects intended are cognitive aspects, psychomotor aspects, and affective aspects (Salamah, 2018). The teacher's ability to implement formative assessment is very good in terms of aspects,

techniques and procedures for class assessment supported by the teacher's understanding of the assessment guideline document she has. This is also evidenced by the results of research conducted by researchers on class X-4 students of SMA Negeri 5 Semarang.

The Implementation of Google Form As a Formative Assessment Tool in Learning Procedure Text

The process of implementing the assessment was carried out by the teacher to measure and assess the extent to which students achieve Basic Competence (Suciyati & Vitoria, 2017: 60). In the assessment process, the teacher observed the situation in the class, gives meaning, and made decisions on learning activities that have been and are ongoing (Widiyanto & Istiqomah, 2020:2). The teacher ensured that students checked smartphone devices and internet connections so that there were no disturbances. In the process of using Google Form as a formative assessment tool for class X-4 there were several stages carried out. They are : (1) Preparation stage, (2) Implementation stage, (3) Final stage. The description of the three stages is as follows :

a. **Preparation Stage**

The preparation stage are steps of initial activities in preparing something that must be done so that the planned activities become orderly and structured. The description of the preparation stage are:

(1) Arranging Questions

In arranging questions, the teacher needs to examine the competencies and syllabus used as a reference in designing assessment criteria. In this study the teacher focused on cognitive aspects, so that the level of competency required included levels C1 to C6 namely remembering, understanding, applying, analyzing, creating, and evaluating. The questions made for the formative assessment of the Procedure Text use a multiple choice test type. The researcher designed 40 multiple choice questions which covered the lesson content of Procedure Text material for tenth grade in odd semester and preparing answer keys for these questions. In compiling formative assessment questions, the researcher analyzed the learning outcomes in that chapter and then designed the indicators. Students were expected to be able to give the right answers to the formative assessment of the Procedure Text.

(2) Inputting Questions into Google Form

The following are the steps taken in inputting questions into the media google form with the type of multiple choice test:

a) Open the Google Form page via Google Drive or we can also open it via the website https://docs.google.com/forms

b) Open google form, it will be directed to the google form page.

c) Fill the title of the form file in the initial appearance of the Google form which contains an "untitled" form which can be replaced with the desired title and in the form description we can also type a description of what will be created. Here the researcher gives the title "Final Assessment - Procedure Text".

d) Next to the form filling section, the first thing to do is to create the student biodata entry form consisting of the full name, class, and email by the students of class X-4.

e) After completing student biodata pages, then create multiple choice questions. By changing the google form setting to a google form in the form of a quiz and giving the section a title. The researcher did this by setting the settings and clicking "make a quiz". Then click "limit one response", after that click "show answer key".

f) After finishing the settings, the researcher proceed with inputting 40 multiple choice questions about Procedure Text by typing the questions first then selecting the multiple choice option and filling in the answer key.

g) In order to make the appearance of the google form more attractive, we can choose the desired theme by clicking "customize theme" in the upper right corner.

h) If all questions have been made, then click "Submit" at the top right of the form. To send an assessment using the Google form that has been made, we can do it in three ways, namely via e-mail, via copying a link and via HTML. In this study, the researcher sent via a link by clicking the "Link icon" in the middle, then selecting shorten URL and clicking "Copy". The researcher sent the Procedure Text formative assessment link via WhatsApp to the leader of class X-4 and then he shared with other friends.

b. **Implementation Stage**

Implementation was an action taken after the prepared or designed plan was complete. After the formative assessment on Procedure Text for class X-4 students who used Google Forms was designed, this was the Google Form link was distributed by the researcher to the leader of class X-4 via WhatsApp which was then he shared with other friends. Students received a link which was shared via the WhatsApp Group sent by the leader of class X-4. Students was given time to work on the formative test. On the first page of the Google form, students would be directed to fill in their identity, such as filling their name, class, and email correctly. After that, the students could answer the questions

provided. In answering the questions on the Google Form, the students must do it honestly and be accompanied by the researcher and the students were given time to work on the test. By using the Google Form in formative assessment, the students could immediately found out the value obtained after finishing the test.

c. **Final Stage**

In the final stage, the researcher was doing the second check by looking at the results of the students' work on Google Form so that the teacher could make a decision whether the student has completed or has not completed the Procedure Text formative assessment. The results of the assessment could be used to determine the ability and the development of the students. In addition, the results of the students' assessments could provide an overview of the success rate of education, so that it could be used as material for improvement in the implementation of learning and the teacher could determine the efforts that must be made in improving the quality of the process and learning outcomes of the students. Thurlow in (Abdurrahman, 2020) states that using technology in carrying out learning assessments will be more efficient because it can save time to examine it and the results are faster and more accurate.

For the teacher's follow-up on the results of some students who were incomplete in carrying out the Procedure Text formative assessment, the students need to carry out remedial. In line with the opinion (Masbur, 2012: 351) states that remedial is a form of learning program provided by the teacher to students who experience difficulties and obstacles in the teaching and learning process with the aim that these students can achieve predetermined competency standards. Remedial activities are educational programs that are made in such a way with the aim that students can increase their achievements according to predetermined completeness criteria (Lidi, 2019: 16).

The Students' Perceptions about The Use of Google Form As a Formative Assessment Tool in Learning Procedure Text

Data collection regarding students' perceptions of the use of Google Form media in the Procedure Text formative assessment used interview techniques via WhatsApp. The following were the results of interviews about the perceptions of class X-4 students on the use of Google Form media in the implementation of the Procedure Text formative assessment:
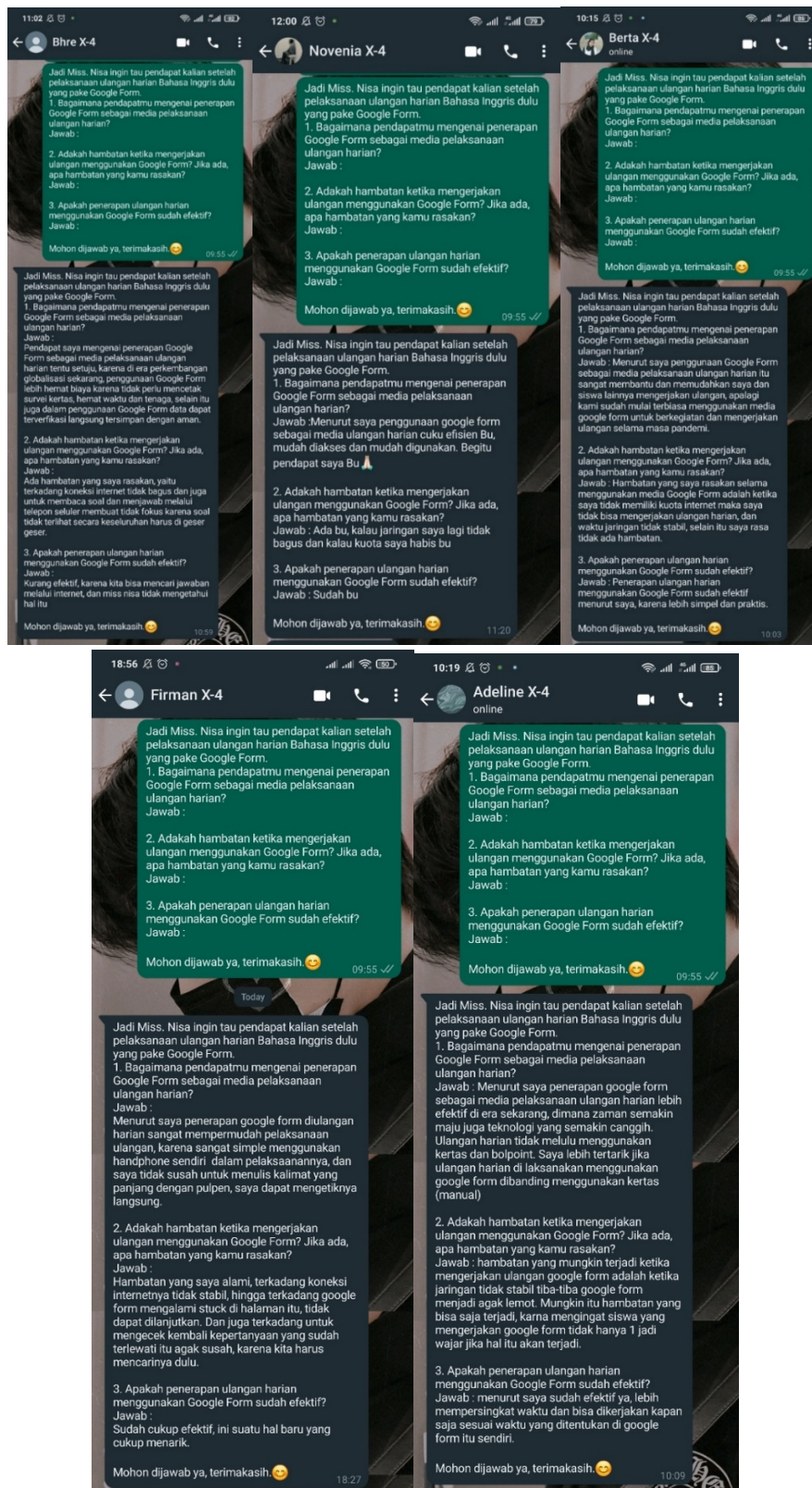
From the results of interviews with five students from class X-4, the use of Google Form greatly facilitates the implementation of the Procedure Text formative assessment because it could be accessed via a personal smartphone. Because it involves the use of a smartphone, the implementation of the assessment could be flexible, saved time and reduced paper usage. Considering that we are now in the era of globalization where technology has been very developed, this certainly has an impact on education, one of which was through the application of this Google Form. This was also related to the previous pandemic period which made learning carried out online, so that students became accustomed to use Google Form as a learning media.

Formative assessment using Google Form is very easy. That's just by clicking on the link shared by the X-4 class leader via the WhatsApp Group and students could immediately work on the test. The test could also be done anywhere because there were some students who did not enter. In line with Yusron's statement in (Namira, 2021: 116) that the Google Form is easy to operate and is an effective medium for carrying out assessment of learning outcomes during a pandemic. Students could provide responses or answers anywhere by simply clicking on the web address or link that has been shared. Students felt more efficient and facilitated in doing formative assessments using Google Forms and students could learn to use existing technology properly and appropriately. The students feel satisfied in carrying out assessments of learning outcomes besides that students can improve their abilities in using information and communication technology (Utami, 2021: 155). Students could see immediately the result obtained after finishing their test.

However, apart from having many advantages, the application of formative assessment using Google Form also has disadvantages. Based on the results of interviews with five students from class X-4, the obstacles they experienced when they worked on formative assessments using Google Forms were unstable internet connections and limited internet quota. In accordance with the statement (Oktamaroza, 2021: 114) that online learning requires internet facilities which are a basic requirement in online learning. However, it was undeniable that disruption to the internet network could occur at any time, this could cause delays in the implementation of online learning, especially in carrying out formative assessments on cognitive aspects with Google Form. In addition, limited internet quota also caused the implementation of formative assessments using Google Forms did not run optimally. Due to the limited internet quota, it caused the Google Form link to be inaccessible and the students could not work on the questions contained in the Google Form. This is in accordance with the statement (Anugrahana, 2020: 286), that limited internet quota results in information provided by teachers through online media not always being immediately received by students.

CONCLUSIONS

The process of using Google Form in formative assessment of X-4 class students at SMA Negeri 5 Semarang was carried out through 3 stages. (1) The preparation stage which included the stage of making questions and the stage of inputting questions into the Google Form media, (2) The implementation stage, the teacher distributed the Google Form link to students via WhatsApp. Students could work on the questions contained in the Google form, (3) The final stage, the teacher did the second check by looking at the results of students' work on Google Form to be able to determine student completeness in carrying out the Procedure Text formative assessment.

The student's perceptions on the use of Google Form as a formative assessment in learning Procedure Text was easy to use, flexible, and efficient. The use was only by clicking on the link shared by the teacher via WhatsApp then the students could immediately work on the test and the work could be done anywhere. Students could learn to use existing technology properly and appropriately. Even though it has many advantages, the application of Google Form as a formative assessment tool was not fully effective because there were still some obstacles which students felt when they did formative assessment using Google Form. These obstacles were unstable internet connection and limited internet quota.

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