# TheGIST

# STUDENTS' PERCEPTION TOWARDS THE USE OF GOOGLE FORM IN ENGLISH ONLINE LEARNING

**Selindah Rahmawati[1], Meiyanti Nurchaerani[2]**
Universitas Esa Unggul, Jl. Arjuna Utara No.9, Duri Kepa, Kec. Kb. Jeruk, Kota Jakarta Barat, Daerah Khusus Ibukota Jakarta 11510, (021) 5674223

Selindahrahma19@gmail.com, meiyanti.nurchaerani@esaunggul.ac.id

**Abstract**

Due to covid-19 there has been a change from traditional learning to online learning methods. Common obstacles in online learning are lack of internet packages, causing poor internet connections and special obstacles such as lack of understanding of learning materials, lack of focus and difficulty in carrying out tasks. For that we need media that can affect learning, especially learning English. One of the media that is easy to use for learning English is Google Form. Because the use of the media is relatively new, so the researcher wants to know how students perceive in using Google Form for students' English learning. This study used a qualitative narrative research design. The data collection in this study are using questionnaire interview. The results of the study revealed that students had positive perceptions of the perceived usefulness factor, the ease of use factor, the use intention factor, and the attitude factor towards learning. The result is that students have a positive impact on the use of Google Form.

Keywords: Perception, Google Form Media, English Online Learning

## 1. PENDAHULUAN

Due to the increasing spread of COVID-19, the impact felt by the Indonesian people, ranging from economic problems to the obstruction of education (Abidah et al., 2020). Therefore, academic institutions around the world are switching from traditional learning methods to online learning methods(Rafique et al., 2021). Mishra et al., (2020) also stated that due to COVID-19, learning activities have become a pedagogical shift from traditional methods to modern approaches, from individual mode to virtual mode. In other words, teaching and learning activities are carried out in online learning. Oza (2022) defined online learning as learning activities on subjects that are connected through a network that provides access.

Through the pandemic situation, the educational field need to adjust its learning media to meet the students' need such as the use of learning applications. Rafique et al., (2021) has mentioned that most academic institutions have developed efficient online learning systems using applications. Online learning using applications is also carried out by Ben-

Jacob and Glazerman (2021) to provide the flexibility to learn more independently with their own intelligence, and can create a pleasant learning atmosphere to explore their potential to the fullest (Widiyaningsih et al., 2021). Additionally, according to Komang et al., (2021), the use of learning application technology is also valuable for students to advance their intentions and understanding in learning.

The significance of choosing appropriate applications for students is also a discussion in the field of education. Fansury et al., (2020) argued that educators, especially those who teach languages, must be able to choose application technology media in online learning. Barrett et al., (2021) suggested educators to adopt a student-centered approach to language learning so that students' assignment can be connected to technology. This is supported by studies on language learning with digital technology which revealed the important role of technology in Foreign Language (Egbert, 2020). Egbert (2020) also stated that by combining technology with language learning, students could improve their

learning abilities. Additionally, Zboun and Farrah (2021) pointed out to improve the teaching and learning process, the role of technology in learning must also be at a reasonable cost. Pale (2021) added that the common obstacles in online learning are lack of internet packages, causing poor internet connections, and internal obstacles such as lack of understanding of learning materials, lack of focus, and difficulty in carrying out tasks.

However, it is not an easy thing to face online learning, some scholars have pointed out the difficulties during online learning. Ulfa et al., (2020) found out the challenge of online learning is to design the proper learning procedures, so that students do not feel burdened by the tasks given by the teacher. They added the numbers of the students dropping out of school because they feel burdened by abundance online assignments. In addition, during online learning, the teachers must be able to choose a design and assignment material that is easily accessible to all students so that it can make it easier for teachers to check the assignments of all students (Komang et al., 2021). Furthermore, in learning foreign languages, especially English, Pale (2021) mentioned about the barriers to learning English, the lack of motivation and attention of students which can lead to problems in online learning. Ulfa et al., (2020) also mentioned that motivation take a significance role because when learning motivation has been formed, students will focus on learning to be able to master their foreign language knowledge.

From this study, it was found that teachers at SMPN 69 Jakarta used an online application during online learning, namely Google Form. They used Google Forms as a medium for giving online assignments for students. Based on previous research that discussed the Google Form application, this application could make it easier for students to access Google Forms because the number of participants is not limited, and can make several varieties of assignments in a short time (Dina A.H, 2021). Google Forms also be accessed for free, and can meet the needs of its users (Iqbal et al., 2018). Widiyaningsih et al., (2021), said that there was little research on the use of Google Forms for task collection media, especially in English classes. Because the used of the Google Form application is relatively new for learning, adaptation is needed in response to online learning (Komang et al., 2021). Therefore, it is important to know whether students' perceptions are positive or negative in using Google Forms on English assignments.

**Theoretical Framework**
**Perception**

The theories about perception have mentioned by several scholars. Sarkol (2016) defined perception is an observation of a certain environment or situation. Perception is also referred to as a person's belief in something that is seen (Saleh Alharbi et al., 2021). Cole et al., (2021) also stated that perception involved human belief to know something through reason. While Popovici and Mironov (2015) mentioned perception is a natural process of using the five senses in receiving and interpreting complex information in an area. Additionally, Ibrohim et al., (2018) added perception is information received as a stimulus that is influenced by the background experienced by a person. Based on the explanation above, it can be concluded that perception is a belief in the natural observation process of seeing a person's response through his senses.

According to Rahmania (2021), there are two types of perception:
1. Positive perception
Positive perception is the belief that a person can judge an object that is seen and felt positively. Further, Rahmania, (2021), argued that someone who evaluates the object positively, will support statements and questions about the object being viewed.
2. Negative perception

Negative perception is a person's opinion that described an object that is viewed negatively. According to Rahmania (2021), if someone has a negative perception, then there can be a rejection of the information received.

**Online Learning**

The COVID-19 has turned offline learning into online learning. It is making a great impact on the process of teaching and learning activities. Mishra et al., (2020) stated during this COVID-19 period, psychologically online learning provided a sense of security to students. While, Nguyen (2015) defined online learning as a form of distance education. Additionally, online learning involved three potentials which are influential learning, ease of accessing networks, and improving learning outcomes (Hamzah Fansury et al., 2020). While the difficulties of online learning have been studied by numerous researchers. Indira Dhull and Sakshi (2019) clamed during the online learning activities, students' learning motivation is low because they only study online. Students do not seem motivated to learn and feel bored, it is because the teachers have taught in ineffective ways (Hamzah Fansury et al., 2020). Therefore, Ulfa et al., (2020), argued that motivation has a massive role because students will focus on mastering their foreign language knowledge. Utilization of technology during the online learning process is one way that teachers could motivated their students to be more enthusiastic and reduce student boredom in learning (Indira Dhull & Sakshi, 2019). While according to Chen, Kraemer, et al., (2009), the technology that is uncomplicated for teachers to used is Google. Google is not difficult for teachers to used for searched teaching resources and become a media for student learning (Chen, Kraemer, et al., 2009). Google from is an example of Google Applications that could assist students' learning (Rohmah et al., 2018). Google Form are valuable for making online surveys, assigning assignments, and gathering information more efficiently (Siyamta, 2018).

**Google Aplication**

Google is a project produced by Stanford University students who developed a search engine that related to mathematical analysis (Chen, Kraemer, et al., 2009). It is especially known for unrivaled search engine technology, running on large-scale efficient computer systems (Chen, Kraemer, et al., 2009). Its search engine allowed people to searched the Google-based web such as Google Search, Google Maps, Google Form, Google Docs, and other Applications to get beneficial information. Vise and Malseed (2006) stated at their book entitled "The Google Story", Google is able to generated rapidly and relevant responses to hundreds of millions of questions every day in search of information that will change the way people live. In order to used Google Applications, the users required to create a Google account first (Anderson, 2019).

**Definition Google Form**

Google Forms is part of the Google Drive application, which assisted the user to created special events, online surveys, and provided assignments such as quizzes, and collect information in a more efficient way (Siyamta, 2018). Google Forms also automatically admitted the collected data into a Google spreadsheet (Iqbal et al., 2018). Rahmania (2021) also added Google Forms is a component of Google Docs, which is a set of free web-based tools for managed various types of files such as documents, text, spreadsheets, and presentations. Besides that, in this online learning period, Google Form is excellent application that is beneficial as a media for giving the students online assignments (Dina A.H, 2021).

**Google Form in English Online Learning**

During online learning, one of the media that easily to use for learning English is Google Form (Widiyaningsih et al., 2021).

Learning English is an activity with the aim of gaining knowledge or abillities in English (Sari, 2020). Whereas, Google Form could also facilitate learning English such as a media for delivering material, quizzes or it can be used as a media for collecting assignments (Widiyaningsih et al., 2021). According to Dina A.H, (2021), the use of Google Forms as a tool to created assignments is a great option. Google Forms has an attractive appearance (Rahmania, 2021). accommodate an unlimited number of participants, allowed students to know the final score, and have a good time allocation and resources for the teachers (Dina A.H, 2021; Rahmania, 2021). In online learning that used Google Forms, students could also accessed Google Forms anywhere using their smartphone, as long as they are connected to the internet (Anderson, 2019). Also, Google Form does not required a large internet quota (Rahmania, 2021), therefore students could gain their knowledge about the four skills in learning English anytime and anywhere (Sari, 2020). Additionally, the use of Google Forms manifested concern for the environment, because it has become a learning tool that supports pest programs (Dina A.H, 2021).

**The Benefits and Uses of Google Form**

The Google Form application is provided easy access (Rahmania, 2021). In utilizing Google Forms, the significance step is making a Gmail account, then the users could use Google Forms anywhere because it can be access through a computer, laptop, or even by smartphone (Rohmah et al., 2018). While, the advantages of using Google Form application are easy to process data automatically, it can be done simultaneously online, and the data is stored safely (Siyamta, 2018). According to Rahmania (2021) and Untari (2021), this app provided various types of questions such as text, paragraph, multiple choice, list, checkbox, scale and grid. The appearance of the Google Form also attractive, and accessing the Google Form

is not required or free (Rahmania, 2021). Siyamta (2018) said that another advantage of Google Forms is that survey response data is automatically recorded in Google Sheets, and can be downloaded in several common formats.

The advantages of the Google Form application in the field of education also mentioned by Rahmat (2021), it could improve the quality of education in terms of teaching and learning, learning atmosphere, and could increase student learning motivation. Mansor (2012) argued that Google Forms also could test the effectiveness of teaching and learning. Dina A.H (2021) has carried out that another benefit of Google Forms for education is that it can be used as a media for online assignments, a media for recording student grade data, and it can even be a medium for making online school registration forms. Furthermore, data created in the Google Form can be published in the form of a URL (Siyamta, 2018).

## 2. METODE PENELITIAN

Design This study used a qualitative narrative research design. This narrative research design is a design that involves the story of one's experiences to learn more about one's life (Creswell, 2007). The data collection in this study are using questionnaire interview. The questionnaires and interviews whose questions were adopted from the TAM (Technology acceptance model) by This study. This study procedure consists of several stages, namely studying students, collecting their stories, reporting experiences, and ranking the meaning of their experiences. The purpose of applying this design is to examine student experiences during online learning in a real social life environment in junior high school.

In this study, the researcher acted as a questionnaire, interviewer and presented the data in a narrative form. The role of the researcher in this research is as an

instrument. As an instrument of this research, data were collected by researchers to obtain data related to the use of Google Forms in learning English.

# 3. HASIL DAN PEMBAHASAN
## 3.1 Perceived Usefulness of Google Form

From the benefits felt by students in using Google Form in online learning English, the results show that in the questionnaire data, most students agree that students can understand English learning, can improve their English scores, and it is good for them to learn English independently. This can be seen from the following excerpts from student interviews:

### 1. Student A

"Student A: Yes, it's really helpful, it's like there are words that I don't understand, I can be translated like that."

Based on this answer, the benefit he got was that Google Form was very helpful in understanding English online learning as English words that had not been understood could be translated into Indonesian in the Google Form feature. So Google Form is said to be good for learning English online independently. Besides that, students also said that Google Form had an impact on their English learning, this can be seen from the excerpts from student interview answers:

"Student A: for example, sometimes if the questions it's not too difficult, i can answer the questions. But if there are a lot of words that I don't understand, the score isn't good enough."

From these answers, it was found that Google Forms can increase students' English scores if the questions given are easy to answer.

### 2. Student B

Based on the student's interview answers, it was found that Google Form was not the reason for students to understand English online learning. Because it is known that students take English courses, that is what makes students able to understand their English learning. Google Form is also said

to be good for students to learn English independently, but it is even better to use paper. This can be seen in the following excerpts from the student's interview answers:

"Student B: It's good, but it's better on paper"

From the interview answers, according to students, it is better to study independently using paper or books. Google Form also does not always increase students' scores in learning English. This answer can be seen in the following excerpts from student interviews:

"Interviewer: Has there ever been an increase in the value of the English assignment or not?"
"Student B: rarely"

### 3. Student C

Based on the students' interview answers, it was found that Google Form helps to understand English vocabulary. Google Forms are also said to be good for learning English by students independently, because it is proven that after using Google Forms students' scores on online English assignments increase. This can be seen in the following quote:

"Student C: yes, it is increased, because befire that, my score is bad. since I used this Google Forms. it is a little bit better"

From the quote from the interview answer above, it is stated that Google Form can increase the value of English.

## 3.2 Perceived Easy of Use Google Form

From the ease of use of Google Forms in online English learning, the results show that in the questionnaire data most students agree that Google Forms are easy to use in English online learning, can provide convenience in their use, and do not require a large quota to access Google From. This can be seen from the findings of the following student interviews:

### 1. Student A

Based on the findings of student A's interview answers in terms of the ease of

using Google Form in online English learning, it was found that the first time students had a little difficulty using Google Form. This can be seen from the following excerpts from student interviews:

"Student A: For the first time, because I don't know the features of Google Forms, it gets a little difficult. If i already know, the Google Form easy of use."

From the quote, students have a little difficulty in understanding the features of Google Form. However, students find it easy to use Google Forms if they understand how. Furthermore, students also feel comfortable using Google Forms because they do not require a large quota to access Google Forms. seen from the quote from the students' answers as follows:

"Student A: don't need a lot of internet quota, 2gb is enough"

## 2. Student B

Based on the results of student B's interview answers, it was found that when students first used Google Form in online learning English, students felt confused. But after that, students can feel comfortable using Google Forms, because to access Google Forms no large internet quota is needed.

## 3. Student C

Based on the results of student C's interview answers, it was found that students felt confused and had difficulty using Google Form because students were doing online learning for the first time. This can be seen in the students' answers as follows:

"Student C: I have a problem because I don't have a Google account"

From the quote, the difficulty experienced by students is in creating a Google account. But after that, students feel comfortable using Google Form because they are used to being given online assignments by the teacher. Furthermore, there is also no need for a large quota to access Google Forms.

## 3.3 Intention to Use Google Form

From the intention to use Google Form in online learning English, the results show that in the questionnaire data most students agree that Google Form can increase their intention to learn English, and students are willing to use Google Form if needed in the future. While there are few students who feel that Google Form does not increase their intention to learn English, they are not willing to use Google Form. This can be seen from the following student interview findings:

## 1. Student A

Based on the answers to the results of student A's answers from the intention to use Google Form in learning English, it was found that Google Form can increase students' intention to learn English. This can be seen from the quotations from students' answers:

"Student A: yes, it is because it is easy to use, then if I find new words, it can be translated them."

From this quote, Google Form can increase students' intention to learn English because with Google Form, students can increase students' English vocabulary. students are also willing to use it in the future for personal and for learning.

## 2. Student B

Based on student B's answer, it was found that Google Form was less able to increase students' intention to learn English online using Google Form. This relates to students' answers as follows:

"Student B: not really, because I can learn by myself, and also with Google Form"

From this quote, students feel that students' learning intentions are not increased because students learn to use Google Forms, but basically students can learn on their own by taking English courses as well. Furthermore, in the future, students can use Google Forms if asked to use them by the teacher.

### 3. Student C

Based on student C's answer, it was found that Google Form can increase the intention to learn English online because it is easy to use. Furthermore, students want to use Google Forms in the future for student assignments only. This is related to the quote below:

"Student C: because, if to learn to understand the material, I prefer face to face"

From the quote, the use of Google Form if it is used for online material explanation media, it is better to do face-to-face learning

### 3.4 Attitude towards learning

From the attitude factor towards online learning English using Google Form, the results show that in the questionnaire data the majority of students agree that Google Form can have an impact on online learning English, and Google Form is a good choice for students' English assignments. While there are a few students who have no impact on online learning of English using Google Forms, and according to them Google Forms are not a good choice for English students. This relates to the following student interview findings:

### 1. Student A

Based on the findings on student A, the impact felt by students in online learning English, namely on the punctuality of students in collecting English assignments. This can be seen from the students' interview answers as follows:

"Student A: using Google Form, makes me on time to submit assignments, because I am afraid of being closed by the teacher."

From the interview excerpts, the teacher can set the time for collecting assignments using Google Forms. So that the impact felt by students is that they can collect assignments on time. Furthermore, students said that Google Form is a good choice for learning English because it is

easy to use and the appearance on Google Form is attractive.

### 2. Student B

Based on the findings of student B in online learning English using Google Form, there was no significant impact on students. For the collection of assignments, students are accustomed to submitting assignments on time. This is evidenced by the following excerpts from student interviews:

"Student B: for me, if there is an English assignment, I immediately work on it at the beginning, so I am organized in collecting assignments. so my mom always reminds me, for example if there is an exam from my handphone."

From the quote, it is said that students are accustomed to submitting assignments on time because they are always reminded to work on assignments immediately. Therefore, from the use of Google Forms, there is no significant impact on students' online learning. Furthermore, according to students learning English using Google Form is a good choice, because it is easy.

### 3. Student C

Based on the findings on student C in online learning English using Google Form, the impact felt by students was on the collection of student assignments. This is evidenced in the following excerpts from student interviews:

"Student C: yes, for collecting assignments, can be easier"

From these quotations students feel that using this Google Form makes it easier for students to collect assignments, and be more punctual. So that the use of Google Forms for online learning English is a good choice for students.

## 4. DISCUSSION OF THE RESULT OF DATA ANALYSIS

Based on the results of the data shows that there are four factors that form the basis for the discussion of the findings of the data

analysis. The four factors are Perceived Usefulness, Perceived Ease of Use, Intention to Use, and Attitude Toward Use which are in line with previous research. (Dina A.H, 2021; Rahmania, 2021; Rahmat, 2021; Widiyaningsih et al., 2021)

The benefits felt by students in using Google Form in online English learning are that students can understand English learning, can improve their English scores, and it is good for them to learn English independently. These findings are similar to previous research that the use of Google Forms affects student learning outcomes, namely provide an increase in the value of students' English subjects(Rahmat, 2021). This Google Form allows students to find out the final score Dina A.H, (2021) so that students can find out whether the value they get has increased or not

Ease of use Google Form in online learning English is Google Form easy to use in online learning English, can provide convenience in its use , and does not require a large quota to access Google From. in line with previous research that the use of Google Forms is easy to use (Dina A.H, 2021). Because the data created in the Google Form can be published in the form of a URL (Siyamta, 2018). In addition, Google Forms does not require a large internet quota (Rahmania, 2021) so users can use Google Forms anywhere because they can be accessed via computers, laptops, or even smartphones (Rohmah et al., 2018).

Factor of intention to use Google Form in online learning English, which is explained that Google Form can increase

intention to learn English, and students are willing to use Google Form if needed in the future. The findings also state that the reason students are willing to use Google Forms for English assignments is because Google Forms provide ease of use.Google Form provides various types of questions such as text, paragraphs, multiple choice, lists, checkboxes, scales and grids (Rahmania, 2021; Untari, 2021)

Attitude factors towards online learning English using Google Form, namely the impact that students feel is there on the accuracy of collecting English online assignments, therefore Google Form is a good choice for students' online English assignments. Previous research conducted Widiyaningsih et al., (2021) is in line with these findings that the use of the g-form as a solution in collecting online learning assignments. Students feel safe in their learning because Google Forms can be done simultaneously online, and data is stored safely (Siyamta, 2018). So that students do not have to worry about the tasks stored by the teacher will be lost.

## 5. SIMPULAN

The results of the study revealed that students had positive perceptions of the use of Google Form in four factors, namely perceived benefits, ease of use, intention to use, and attitudes towards learning. The result is that students have a positive impact on the use of Google Forms. As in understanding difficult vocabulary, the value of the assignment increases, the collection of assignments becomes on time, and there is no need for a large quota to use it.

## DAFTAR PUSTAKA

Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of "Merdeka Belajar." *Studies in Philosophy of Science and Education (SiPoSE)*, *1*(1), 38–49. http://scie-journal.com/index.php/SiPoSE

Anderson, J. (2019). Frequent Feedback through Google Forms. *PRIMUS*, *29*(2), 124–137. https://doi.org/10.1080/10511970.2017.1411408

Barrett, N. E., Liu, G.-Z., & Wang, H.-C. (2021). Student perceptions of a mobile learning application for English Oral Presentations: the case of EOPA. *Computer Assisted Language Learning*, 1–26. https://doi.org/10.1080/09588221.2021.1881975

Ben-Jacob, M. G., & Glazerman, A. H. (2021). Technology and Education: A Merger with the Past, Present, and Future. *Open Journal of Social Sciences*, *09*(04), 39–42. https://doi.org/10.4236/jss.2021.94004

Cole, A. W., Lennon, L., & Weber, N. L. (2021). Student perceptions of online active learning practices and online learning climate predict online course engagement. *Interactive Learning Environments*, *29*(5), 866–880. https://doi.org/10.1080/10494820.2019.1619593

Dina A.H, A. (2021). *The Use Of Google Form To Teach English Reading Skill At The XIth Graders Of Sman 1 Sambit In Pandemic Era*. Faculty of education and teacher training state institute of islamic studies.

Egbert, J. (2020). A Review of "Foreign Language Learning with Digital Technology." *The Journal of Educational Research*, *103*(3), 223–224. https://doi.org/10.1080/00220670903530420

Fansury, A. H., Januarty, R., Rahman, A. W., & Syawal. (2020). Digital Content for Millennial Generations: Teaching the English Foreign Language Learner on COVID-19 Pandemic. *Journal of Southwest Jiaotong University*, *55*(3). https://doi.org/10.35741/issn.0258-2724.55.3.40

Ibrohim, A. T., Septianti, A., & Sadikin, I. S. (2018). *Students' Perception Toward Teaching English Vocabulary Through Total Physical Response (TPR) Method*. *1*(2).

Iqbal, M., Simarmata, J., Tambunan, A., Feriyansyah, F., Riana, A., Tambunan, S., Sihite, O., Gandamana, A., Eza, G. N., Kurniawan, F., Asiah, A., Rozi, F., Faisal, F., Free, I., Ma-Nurung, U., Ihwani, M., Lynna, P., Nathan, A., Sitanggang, N., … Limbong, T. (2018). Using Google Form for student worksheet as learning media K-Means Clustering View project Decision Support System (DSS) View project Using Google Form for Student Worksheet as Learning Media. In *International Journal of Engineering & Technology* (Vol. 7). https://www.researchgate.net/publication/328234356

Komang, N., Widayanti, A., & Suarnajaya, W. (2021). Students Challenges in Learning English Online Classes. *Jurnal Pendidikan Bahasa Inggris Undiksha*, *9*(1), 77–84. https://doi.org/10.23887/jpbi.v9

Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, *1*. https://doi.org/10.1016/j.ijedro.2020.100012

Oza, P. (2022). Learning English Language and Communication Skills Online during COVID 19 Pandemic: Opportunities and Challenges. *Open Journal of Social Sciences*, *10*(02), 442–450. https://doi.org/10.4236/jss.2022.102031

Pale, E. S. (2021). *Obstacles and Solution Toward English Learning During Covid-19 Pandemic*.

Popovici, A., & Mironov, C. (2015). Students' Perception on Using eLearning Technologies. *Procedia - Social and Behavioral Sciences*, *180*, 1514–1519. https://doi.org/10.1016/j.sbspro.2015.02.300

Rafique, G. M., Mahmood, K., Warraich, N. F., & Rehman, S. U. (2021). Readiness for Online Learning during COVID-19 pandemic: A survey of Pakistani LIS students. *Journal of Academic Librarianship*, *47*(3). https://doi.org/10.1016/j.acalib.2021.102346

Rahmania, A. H. (2021). *Students' Perceptions Towards The Use Of Google Forms In Online Summative Assessment At Sman 5 Bandar Lampung (A Thesis) English Education Study Program Faculty Of Arts And Education Universitas Teknokrat Indonesia Bandar Lampung 2021*.

Rahmat, I. (2021). *An Analysis Of Google Forms Used By English Teachers To Evaluate Students' Learning Achievement*.

Rohmah, N., Hariyono, M., & Shofiyuddin, M. (2018). *Implementation of Google Forms in ECE to Face Digital Era*.

Saleh Alharbi, A., Abdullah Alhebshi, A., & Meccawy, Z. (2021). EFL Students' and Teachers' Perceptions of Google Forms as a Digital Formative Assessment Tool in Saudi Secondary Schools. *Arab World English Journal*, *7*(1), 140–154. https://doi.org/10.24093/awej/call7.10

Sari, I. F. (2020). Online Learning For English Language Teaching. *Jurnal Pendidikan Dan Pembelajaran*, *1*(2), 216–230. https://www.researchgate.net/publication/346476854

Sarkol, K. (2016). *Student Perception Of Learning English In Senior High Schools Of Kaimana, West Papua*.

Siyamta. (2018). *Pemanfaatan Google Forms untuk Evaluasi Pembelajaran*.

Ulfa, S., Surahman, E., & Octaviani, H. I. (2020). Mobile Seamless Language Learning Framework to Improving Students' Speaking Skills for Junior High Students during Pandemic Convid-19: A Case Study in Indonesian Context. *Advances in Social Science, Education and Humanities Research*, *508*.

Untari, I. E. (2021). *Student's View Towards The Use Of Google Form Application In Teaching Reading*. 1–12.

Widiyaningsih, W., Maskuroh, A., Husyain Rifai, M., & MPd, Sp. (2021). G-Form as a for Collecting Student Assignments during Online Learning. *Journal of Geography Science and Education*, *28*(2), 2685–581. https://doi.org/10.32585/jgse.v2i2.xxx

Zboun, J. S., & Farrah, M. (2021). Students' Perspectives Of Online Language Learning During Corona Pandemic: Benefits And Challenges. *Indonesian EFL Journal*, *7*(1), 13–20. https://doi.org/10.25134/ieflj.v7i1.3986