CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present the background of the study, formulation of the research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of Study

Assessment plays an important role in the teaching and learning process. Brown (2004:4) stated that assessment is an ongoing process that encompasses a much wider domain. Assessment is a process by which information is obtained relative to some known objective or goal (Kizlik, 2012). In the teaching and learning process, the teacher assesses subconsciously towards the students' performance during the teaching and learning activities. Well-designed assessment can allow students to use the knowledge and skills they have learned and indicate their level of mastery. Besides that through the use of appropriate classroom assessment strategies and techniques, teachers can increase their students' motivation and show them how well they have learned the language (Baranovskaya, & Shaforostova, 2017).

Teachers can use various types of assessments to assess students learning during classroom activities. Formative assessment that is one of classroom assessment types means evaluating students in the process of forming their competencies and skills to help them continue that growth process (Brown, 2004:6). Given that technology has developed and influenced every aspect of life, ICT also supports the assessment process which is well known as online

assessment. Meyen et al., (2002) propose that various assessments can be done by new technology. ICT enables teachers to conduct an online assessment by using mobile phones or computers by utilizing the internet network.

One of ICT-based assessment is online quizzes. The online quiz is one of the e-assessment techniques that can be applied in the learning process. Nitko (2001) stated that quiz can be used as formative assessment and it has high validity in diagnosing individuals' needs, group' needs, and also planning instruction. In the teaching and learning process quiz can be used as a pre-test to know what kind of knowledge that students have to attend the instruction. Besides that, it also can be used as a way to check students' understanding of the material that the teacher has given in the class.

Due to the information and communication technologies development, there are a lot of platforms that provide teachers to make online quizzes. One of them is Google Forms which is one of the online platforms that can be used to develop teachers who made quizzes to assess students' competency in learning English. Google Forms is an integrated web-based application that facilitates the design of online surveys, questionnaires, and quizzes with a user-friendly application programming interface (API) (Chaiyo & Nokham, 2017).

There are some reasons for the importance of the use of technology in the teaching and learning process, especially in assessing students' competency. First is the language learning in this 21st-century education is emphasized not only on building students' four skills but also their critical thinking, good communication, good collaboration, and being creative (Sarica & Cavus, 2009), which all are

under the technological development. Besides that, students now are categorized as native technology and the internet (Puspitayani et al., 2020). Therefore, to survive in this global education era, students need to get used to using technology not only for communication media but also as a tool included in the teaching and learning process.

Besides, according to the preliminary interview that has been conducted by the researcher with the English teacher at MA At-Thohiriyah Ngantru Tulungagung, it was found that the teacher felt it was more helpful in conducting online quizzes rather than in the classroom. It is more practical in terms of the time and scoring process. Besides that, amid the corona epidemic that hit Indonesia, the government implemented a policy that all teaching and learning activities must be done online, so the teacher prefers to give quizzes to the students through Google Form. The teacher also stated that sometimes students seemed uninterested and experienced anxiety when they were going to do quizzes or any formative assessment in the classroom. Therefore, the English teacher at MA At-Thohiriyah Ngantru Tulungagung prefers to conduct online quizzes or daily tests by using Google Form.

There were some studies on the use of Google Form in the learning activities that have been conducted previously. First, Dong-gook Kim had conducted a survey in 2010 about students' perceptions of the effectiveness of Google Forms used in the teaching and learning process in statistic course. The Google form is used as a tool in the teaching and learning process containing some questions that should be answered by the students after the lecturing session. The result showed

that the students had a favorable reaction to the use of Google Forms. They also commonly appreciated the ease of access to Google Forms that were available on the web. The second is a study conducted by Azmina et al. in 2017 entitled "The University Students' Perception of Online Examination Using Google Form". This study aimed to find out the perception of university students using Google form in their examination. The result showed that the perception of Google form in online examination differs from each level of university students.

The last is a study conducted by Chaiyo & Nokham in 2017 entitled "The Effect of Kahoot, Quizziz, and Google Forms on the Students' Perception in the Classroom Response System". This study was investigating the effect of using Kahoot, Quizizz, and Google Forms in the classroom on how the students' perception of concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction. The results showed that Kahoot and Quizizz have presented a lot of positives over Google forms when used in the classroom.

Different from some previous studies, the focus of this present study was to know the students' perception on the use of Google Form in English online quizzes. It was different from previous studies that the first study examined on the use of Google form as a tool in the teaching and learning process after lecturing session, while the second research studied on the use of Google form used in online examination, and the last research studied on the use of Google form compared with Kahoot and Quizziz in classroom quizzes.

Students' perception is important to be studied because it will be as the evaluation from students' perspective on the way or tool used by the teacher in

English teaching and learning process. According to Kleinke (1978), perception is important for both teachers and students because it influences the teaching and learning process. The teacher will decide the appropriate teaching media and technique based on the students' needs and perceptions.

In the case of teachers assessing in the form of online quizzes by using Google Form for students at MA At-Thohiriyah Ngantru Tulungagung, the perception of the students will be beneficial for the teacher to evaluate the implementation of online quizzes in English class. It will give sight from students' perspective toward the use of Google Form in online quizzes whether it is useful and appropriate for them or not. If students have a good perception, it means that the use of Google Form is good for them, in which they get a good impact from it. On the other hand, if students have negative perceptions, the teacher then should modify or change the tool of giving online quizzes to achieve a good result. Considering that assessment is a crucial part to know the success of the teaching and learning process, therefore studying students' perceptions is very important. Thus, this study is intended to know the students' perception on the use of Google Form in English online quizzes at MA At-Thohiriyah Ngantru Tulungagung.

B. Formulation of the Research Problem

Based on the background of the study above, the researcher states the formulation of the research problem as follows:

1. How is the students' perception on the use of Google Form in English online quizzes at MA At-Thohiriyah Ngantru Tulungagung?

C. Objective of the Research

Based on the research problem above, the researcher sets the objective of the study as follows:

1. To describe the students' perception on the use of Google Form in English online quizzes at MA At-Thohiriyah Ngantru Tulungagung.

D. Significance of the Research

This research gives useful information about students' perception on the use of Google Form in English online quizzes at MA At-Thohiriyah Ngantru Tulungagung. Hopefully, this research will be beneficial for the teacher, students, and also the future researcher.

1. For the teacher

The result of this research will help teachers to have a deeper insight on students' preference and justification of the use of Google Form as a tool used in doing the online quizzes. The teacher also can use this study to evaluate the way they conduct online assessments for the students.

2. For the students

The students can use the result of this study as students' self-reflection towards the use of Google Form in doing online quizzes. So, they can know others' perception and see Google Form as a meaningful assessment tool for doing online quizzes so that they can improve their learning.

3. For the future researcher

The researcher hopes that this study can be used as a reference for the next researcher who wants to conduct research on the same topic. Hopefully it can motivate other researchers to improve the research to find the new findings related to online quizzes through Google Form.

E. Scope and Limitation of the Research

To avoid the difficulty in understanding this research, the researcher sets the scope of this research that focused on students' perception on the use of Google Form in English online quizzes at MA At-Thohiriyah Ngantru Tulungagung. The researcher then limits the topic on English online quizzes conducted for students on the tenth grade at MA At-Thohiriyah Ngantru Tulungagung in the academic year of 2019/2020.

F. Definition of Key Terms

To avoid the different perception of key terms that become the focus of this study, the researcher would like to explain several definitions of key terms as follows:

1. Perception

Perception is the process of interpreting the messages of our senses to provide order and meaning to the environment (Saks & Johns, 2011). In this research, students' perception refers to the students' ways of

interpreting opinions on the use of Google Form in English Online Quizzes.

2. Google Form

    Google Form is an integrated web-based application that facilitates the design of online surveys, questionnaires, and quizzes with a user-friendly application programming interface (API) (Chaiyo & Nokham, 2017).

3. Online quizzes

    Online quizzes are a set of questions given to the students used to check their understanding of the material by utilizing the internet network. Online quizzes were introduced as the exercise to encourage students to read ahead and think critically about the course material before coming to the class (Dobson, 2008)