

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents the review of the related literature concerning the theory of Perception, Online Assessment, Online Quizzes, Google Form, and the Review of the Previous Study.

#### **A. Perception**

##### **1. Definition of Perception**

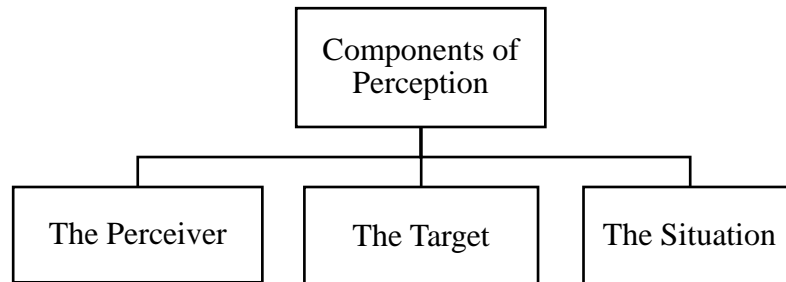
There are some definitions related to the perception given by the experts. According to Saks & Johns (2011), perception is the process of interpreting the messages of our senses to provide order and meaning to the environment. Kumar (2010) explains the concept of perception from the perspective of philosophy, psychology, and the cognitive sciences that perception is the process of attaining awareness or understanding of sensory information. Then, he defines that perception is the process of selection, organization, and interpretation of stimuli by someone to be a coherent and meaningful picture of the world. In other words, bypassing the perceptual process, people can interpret their idea meaningfully based on what they see, hear, taste, smell, and touch. Furthermore, Hamachek (1995:199) also defined perception as to how individuals experience stimuli by the sensory receptors, from the world around them. Therefore, what is experienced consciously is not always the same as what is experienced auditorily, visually, or tactically. Therefore individuals' interpretation of sensory stimuli will also be affected by their own views.

Related to the topic of this research, students' perception has its definition. According to Montague (1997), a student's perception is the student's feeling about something. Then, Chen & Hoshower (2003) stated that a students' perception is really important for evaluating teaching effectiveness. According to Petegem et al. (2007), the students' perception is an important account to measure the learning outcomes. Therefore, knowing students' perception is important for the teacher. After knowing the perceptions of the students, teachers or lecturers can change what is not liked by the students and can improve what has been like by the students, whether it is about how to teach, deliver material or the way the teacher gives tasks. So, understanding the students' perception is very important not only for estimation but also for teaching development purposes.

## **2. Component of Perception**

A perception which is one of the activities in the human mind consists of several components. According to Lewis (2001), there are fundamental elements of perception including an experiencing person or perceiver, something is being perceived (either an object, person, situation or relationship), the context of the situation in which objects, events, or people are perceived and there is the process nature of perception starting with the experiencing of multiple stimuli by the senses and ending with the formation of percepts. In addition, according to Saks & Johns (2011), there are three important components of perception as shown in figure 2.1 as follow:

**Figure 2.1 Components of Perception**



a. The perceiver

A perceiver or an experiencing person is a person whose awareness is focused on the stimulus and thus begins to perceive it.

b. The target

Target is the object of perception; something or someone who is being perceived.

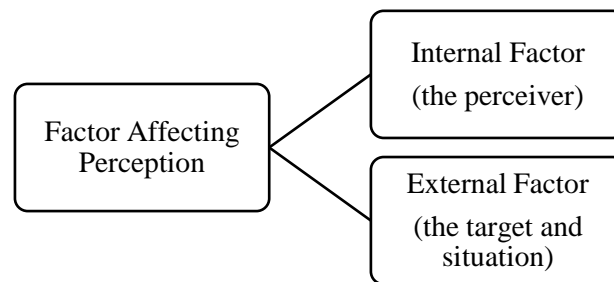
c. The situation

The situation is the environmental factors, timing, and degree of stimulation that affect the process of perception.

### **3. Factor Affecting Perception**

There are several factors that affect perception which come from each component of perception. These factors are categorized into internal factors and external factors. These factors are shown in figure 2.2 as follows:

**Figure 2.2 Factors Affecting Perception**



a. Internal Factor

The internal factors of perception come from the perceiver. According to Lewis (2001), some factors within the perceiver are includes what individual has previously learned, motivation, the personality of the perceiver, physiological, gender, cognitive differences, attitudes, interests, motives, experience and expectations, cultural background, the impact of the perceiver's values, dynamics of person perception and lastly the perceptions of causality in social events.

b. External Factor

The external factors of perception come from the target and the situational context. Randolph and Blackburn (1989:85–86) categorize factors that come from the target as physical and dynamic elements. The physical elements include size or physical appearance, intensity (an object's brilliance or a person's resonance), contrast (objects or persons which stand out against their background), and novelty (unfamiliarity). Dynamic elements include motion (moving objects or people are more likely to be focused on), repetition (stimuli that are repeated often receive more attention), and the arrangement of the target.

The context or situation in which objects or events are perceived also influences human perception. The aspects such as cultural context, the social situation as well as the location and time of an incident all have a profound influence on that which is being perceived (Lewis, 2001). Those all aspects are influenced the way of a person perceives a certain object or stimulus.

Therefore, every individual has a different perception about a certain object. It depends on their own views towards the object influenced by several factors that come from the individual itself and also from the target and situational context. Therefore, in terms of students' perception, the internal factors come from the students themselves, and the external factors come from outside of the students including factors from the target and the situational context.

#### **4. Perceptual Process**

There are some models proposed by the experts to explain the process of perception. According to Marx (1983), there are two models that can be used to describe perceptual processing.

##### **1. Bottom-up model**

In bottom-up processing, perceptual units, or sensations, aggregate to produce larger perceptual constellations. Sensations are the patterns of information arriving at the central nervous system that is the result of the excitation of receptors. Humans experience a multitude of sensations simultaneously, and if all perception were based on the bottom-up model, an

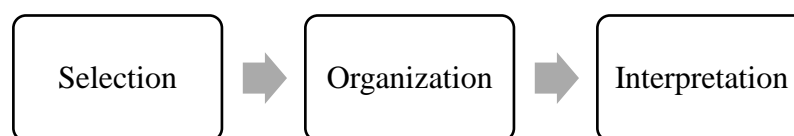
enormous amount of central nervous system capacity would be required to process this information.

### 1. Top-down model

The second model of perception is the top-down model, in which the perceiver's knowledge about the world is used to construct a perceptual integration of sensory information.

Furthermore, the perception process then is explained further by Qiong in 2017. According to Qiong (2017), the process of perception consists of three stages, those are selection, organization, and interpretation which is illustrated in figure 2.3 as follow:

**Figure 2.3 The Process of Perception**



#### a. Selection

Selection is the first stage in the process of perception, during which a person converts the environment stimuli into a meaningful experience. In daily life, people are bombarded constantly by such a large variety of information that at a blink moment they may encounter these stimuli: the words people are hearing,

the witness of an accident, the ticking of a clock, to name but a few. Since our world embraces everything, there are countless stimuli arriving at our sensory organs simultaneously and waiting to be processed. However, we cannot perceive all the information available to us, because in doing so we would experience information overload and disorder. Therefore, we perceive only part of the information from the environment through a selective process. In other words, when being surrounded by many competing stimuli, we only pay attention to those stimuli which we are familiar with or interested in through the selective process of perception (Qiong, 2017).

b. Organization

The second stage in the perception process is organization. After selecting information from the outside world, a person needs to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting things or people into categories. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, color, texture, size, etc (Qiong, 2017).

The organization allows “us to structure and give coherence to our general knowledge about people and the social world, providing typical patterns of behavior and the range of likely variation between types of people and their characteristic actions and attributes” (Cantor et al., 1982, p.34). Perception at this stage enjoys two characteristics. First, the organizing process gives the human perception structure. People always put raw stimuli from the outside world into a structured meaningful experiences. Second, the process shows that human

perception possesses stability. So, after a person selects stimuli and put them into categories, the selected stimuli become durable (Qiong, 2017).

c. Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, people try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus.

Such interpretation differences arise because “Culture provides us with a perceptual lens that greatly influences how we interpret and evaluate what we receive from the outside world” (Samovar et al., 2000, p.57). When confronting a physical object or event, almost everybody agrees on its objective part of the meaning, but what it means to any unique individual varies according to that individual’s past experiences and cultural background. Different experiences and backgrounds will result in people’s attributing different meanings to the same stimulus, so perception diversity appears.

In the meaning-attribution process, people from close cultures will have similar stores of past experiences and knowledge, so they will probably attribute similar meanings to the same stimulus, thus similar perceptions. Then with these similar perceptions, it is easier for communicators to understand the accurate meaning of each other’s verbal and nonverbal behaviors, so communication goes smoothly (Qiong, 2017).



Based on the perceptual process and all the factors that influence it, it appears that most attitudes, behaviors, and adjustments are determined by one's perceptions. Perception itself is influenced by several factors both internal and external that make each individual perceives differently.

## **5. Types of Students' Perception**

In identifying the students' perception, there are three kinds of perception, those are positive, negative, and neutral perceptions.

### **a. Positive perception**

Positive perception is perceptions that describe all knowledge (know it or not) and responses that will be continued with the efforts to use it (Irwanto, 2002: 71). Positive perception also means that there is a positive response towards the target being perceived. According to Ahmadi (1999:164), positive response means a form of response, action, or attitude that shows, accepts, recognizes, approves, and implements the norms that apply where the individual is located.

### **b. Negative perception**

The negative perception is a perception that describes all knowledge (know it or not) and responses that are not aligned with the object being perceived (Irwanto, 2002:71). Negative perception also means that there is a negative response towards the target being perceived.

According to Ahmadi (1999:164), a negative response is a form of response, action, or attitude that shows rejection or disapproval of the prevailing norms where the individual is located.

In addition, Azwar (1988:15) stated that if the individual has a positive response, then he or she will tend to like or approach the object, while the negative response tends to stay away from the object. Furthermore, Irwanto (2002:71) stated that positive or negative perception also always affects an individual in doing an action. The presence of those positive or negative perceptions are influenced by how the way individual describes all their knowledge about an object being perceived.

### c. Neutral perception

Neutrality arises when positive and negative affect are both minimal. This situation reflects a state of indifference, where one feels neither strongly positive nor negative (Gasper, 2018). When people are neutral, neither positive nor negative effect is present (Carver, 2006). Neutral effect is not the same as literally feeling nothing, but rather to feeling nothing in particular. It can be as feeling indifferent, nothing in particular, and a lack of preference one way or the other. (Gasper, 2019). Therefore, neutral perception means when an individual feels neither too positive nor negative toward the target being perceived.

From the description above it is known that perception is the process of interpreting the messages involving human senses to provide order and meaning to the environment. It consists of some components and affected by some factors that influence the way individual percept the target of perception. Through the process of selection, organization, and interpretation, finally, it results in response whether positive, negative, or neutral perception.

In this study, the participants should perceive the use of Google Form in English online quizzes due to their own perception. Because of all the students were unique, with their own perceptions and expectations, influenced by internal and external factors, so this influenced the way they perceive the use of Google Form in English online quizzes that they presented. Therefore, this study would like to know how students perceived and experienced the use of Google Form in English online quizzes.

## **B. Online Assessment**

### **1. Online Formative Assessment**

Assessment is one of the crucial parts in the teaching and learning process. Assessment is defined as a tool to measure students' understanding of the material taught. Assessment is an attempt to decide what students know and what they can do (Shepardson, 2011:54). There are various types of assessments. These kinds of assessments can be used depending on the need arises. Based on the function there are formative and summative assessment. Formative assessment means evaluating

students in the process of forming their competencies and skills to help them to continue that growth process. While summative assessment aims to measure, or summarize what a student has grasped, and typically occurs at the end of a course or unit of instruction (Brown, 2004: 6). The next type of assessment is a diagnostic assessment which is conducted well in advance of a learning course. The knowledge of the student is analyzed before the start of the teaching-learning process (Majid, 2019).

Next, based on the level of formality, assessment is divided into two, those are informal and formal assessments. Informal assessment can take several forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge (Brown, 2004: 5-6). Based on the approach, Armstrong (1994) and Bailey (1998:207) stated two kinds of assessment, those are traditional and alternative assessment. The traditional assessment is one-shot, standardized exams, while the alternative one is a continuous long-term assessment. Besides that, due to the way of administering the assessment, teachers can also use either paper-based assessment or online assessment (Amalia, 2018). Paper-based assessment is the conventional one in which students do some exercise given by the teacher on paper and the process is run in the classroom. While the online assessment is an assessment that is used with technology.

Formative assessment that is often called as an on-going assessment or assessment for learning (AFL) is the type of assessment that is included in

teaching and learning activities. Formative assessment is used to form and change the learning process to achieve better results. According to Gikandi et al. (2011) formative assessment is defined “as the iterative processes of establishing what, how much and how well students are learning concerning to the learning goals and expected outcomes in order to inform tailored formative feedback and support further learning, a pedagogical strategy that is more productive when the role is shared among the teacher, peers, and the individual learner”.

The merging of formative assessment with technological development conveys the idea of online formative assessment implemented in the teaching and learning process. Pachler et al. (2010, 716) use the term formative e-assessment which they defined as “the use of ICT to support the iterative process of gathering and analyzing information about student learning by teachers as well as learners and of evaluating it concerning to prior achievement and attainment of intended, as well as unintended learning outcomes”. Gikandi et al. (2011), define online formative assessment as the presentation of formative assessment within learning online and blended situations where the lecturer or teacher and learners are detached by time and/or space and where a considerable amount of learning/teaching events are led through web-based ICT.

The use of online formative assessment has several advantages toward the teaching and learning activities. Wilson et al. (2011) found that the use of computer-administered multiple-choice questions as formative assessment had an encouraging influence on student enactment. Marriott and Lau (2008) used e-assessments and established that they are useful in the development of student

engagement and motivation for learning. Furthermore, Ardid et al., (2014) stated that ICTs are possible to be applied to a large number of students. It also can automatically calculate the score for the objective tests. So, it is more practical to be done by the teachers. ICT enables educators to evaluate students and helps the students to evaluate themselves (Ghasemi & Hashemi, 2011). In addition, it has been brought to light that students learning for a multiple-choice assessment concentrate on understanding and comprehension, whereas when preparing for a long-answer-type assessment they concentrate on a recollection of facts to replicate in their answers (Leung, et al. 2008). Multiple-choice and continuous-assessment approaches were noted to be the favored techniques of assessment by students (Furnham et al. 2011), therefore it is anticipated that they will inspire engagement, and escalate motivation and learning (Trotter 2006).

Furthermore, the use of formative assessment blended with ICT is more practical and interesting to be applied for assessing students' learning progress. Crisp (2011) stated that the assessment which is based on ICT can be taken up with many technological devices. These devices include desktop or laptops, smartphones, iPads, etc. ICT-based assessment has the capability to use various kinds of formats like text, videos, images, and sounds. Therefore, students can assess by using their smartphone online, so it does not have to be done in the classroom. It is also more interesting due to the various kind of assessment formats. Therefore, as the use of ICT is increasing, the assessment can be made now in a new and innovative manner. Teachers in the teaching learning process

can use these modern technologies to build their assessment, to convey these tasks to those students for which it is made.

## **2. Online Assessment for Senior High School's Students**

Designing the assessment for senior high school students must consider students' characteristics. In this case, senior high school students are students aged 15-18 years old or well known as adolescence. Adolescence is a time of rapid change, including fundamental changes in cognitive, emotional, social, and achievement aspects (Fagan, 2006). Hurlock (2011: 26), explains that the term adolescence or adolescence comes from another word "adolescere" which means "growing" or "growing into adulthood". The term adolescence has a broader meaning, including mental, intellectual, emotional, social, and physical maturity. This view is expressed by Piaget that psychologically, adolescence is an age at which individuals integrate with adult society, where children no longer feel below the level of older people but are at the same level, at least in terms of rights. Integration in society (adult) has many affective aspects that are more or less related to puberty. This distinctive intellectual change in the way of thinking of adolescents allows him to achieve integration in adult social relations, which is, in fact, a common characteristic feature of this period of development.

High school students as the middle teens have several developmental characteristics. These characteristics include cognitive development, social-emotional, autonomy and attachment, and peers. The cognitive development of adolescent students who appear around the age of 15 to 18 years is their formal

operational thinking is more abstract than concrete operational thinking. Teenagers are no longer limited to real and concrete experiences as a basis for thinking. They can imagine fictional situations and events that are solely in the form of possible hypotheses or abstract proportions and try to process them with logical thinking (Santrock, 2003: 31). Their social-emotional development is marked by a conflict between parents and adolescents which can cause anxiety for parents and adolescents themselves. In addition, for autonomy and engagement, wise adults give up control in areas where adolescents can make appropriate decisions and continue to accompany adolescents in areas where adolescent knowledge is more limited. Then gradually adolescents will gain the ability to make mature decisions on their own. Attachment to parents during adolescence can have an adaptive function to provide a basis for a sense of security in which adolescents can explore and master new environments and the wider social world in a psychologically healthy psychological condition. Last, peers provide a means of social comparison and a source of information about the world outside of the family (Santrock, 2003: 38-43).

Therefore, designing online formative assessments for senior high schools' students must consider their characteristics in order to provide an appropriate way in assessing their capability. In this case, Gikandi (2010) identified ten design principles grounded on a critical analysis of literature in online formative assessment and reliable learning viewpoints.

1. The assessment activities need to be authentic by being relevant and meaningful to the learner's real-life situations and experiences and



seamlessly embedded in the teaching and learning processes. The tasks must be relevant to real-life examples and be part of teaching and learning.

2. Assessment activities need to engage and support learners in individual construction of knowledge and meaning-making them feel free and confident to use their previous knowledge and experience.
3. Assessment activities need to provide learners with opportunities to construct knowledge. Students should be allowed to share information with their peers online like in discussion forums.
4. The assessment activities need to be accompanied by opportunities to provide formatively useful, ongoing, and timely feedback. Elaborated, timely feedback not based on marks should be provided to students by both the lecturers and peers.
5. The assessment activities need to be accompanied by analytical and transparent rubrics that assist the learner to clearly understand the expected level of achievements. Such rubrics enhance student preparation for the submission of tasks and builds confidence in students to know that marking will be transparent.
6. The assessment activities need to create opportunities that engage learners in meaningful reflection. Students must be allowed to reflect on their own understanding, i.e. self-assessment to motivate them towards achieving set outcomes.
7. There is a need to provide opportunities for ongoing documentation and monitoring of learner achievements and progress over time. This will

nurture students to be self-sufficient and the lecturer will also reflect on students' progress.

8. Teachers need to be more explicit in stimulating shared purpose and meaning of learning and assessment activities. There should be evidence of the alignment of teaching outcomes and assessment criteria.
9. The assessment activities need to involve learners in multiple roles. Students should be part of planning assessment like choosing which rubric or what design of the rubric should be used to assess their tasks.
10. The assessment activities need to be flexible and provide room for multiple approaches and solutions. Opportunities must be provided for students to reflect by looking at the rear mirror of their understanding of the topic as well as how they have developed to be independent thinkers.

### **C. Online Quizzes**

#### **1. Definition of Online Quizzes**

There are some definitions related to online quiz according to its purpose. According to Kibble (2007), an online quiz was introduced to encourage students that utilize formative assessment before having midterm and final summative examinations. Dobson (2008) stated that online quizzes were introduced as an exercise to encourage students to read ahead and think critically about the course material before coming to the class. Furthermore, Nu'ma (2019) stated that an online quiz is an exercise to provide students with study the previous course material. It can also be used to check students' understanding related to the

material of English. An online quiz can be done at flexible time and place. It does not need to come to the class, because it just needs an internet connection. Furthermore, the use of online evaluation utilizing a series of online quizzes (each one with little influence on the final evaluation) obtains better student academic results than using only standard exams as the learning assessment tool (Salas-Morera et al. 2012). Therefore, the English online quizzes that are meant by the researcher are a set of questions given to the students that are used to check their understanding of the English material by utilizing the internet network. So the students can work on quizzes from home within the time limit set by the teacher.

In Addition, online quizzes have several benefits to the students. Those benefits are, first, the time is very flexible. Students may take the quiz in anytime and anywhere. The main point is based on the schedule before the deadline passed. Second, students may have some chance to do the quiz in order to achieve the desired minimum grade of the quiz. Third, online formative assessment or quizzes encourage students to know the detailed feedback information that students need to assess their learning and also to know the students' weaknesses in the instruction of students' learning (Wang et al. 2006). In addition, online formative assessment or quizzes can also be an effective way to help students in overcoming their anxiety before having summative assessments (Cassady & Gridley, 2005).

Furthermore, there are some consideration in conducting an online assessment or online quizzes as stated by Angus & Watson (2009): a) online assessment methods should be effective substitutes for traditional ones; b)

students should be at least indifferent to the use of these methods compared to traditional methods; c) the online methods should achieve better results than traditional ones. Thus, it is highly beneficial to the learning process to use periodic quizzes as it compels students to work consistently under other scheduled class activities (Savander-Ranne et al. 2008).

Therefore, online quizzes are a set of questions given to the students used to check their understanding of the material in which the process of doing quizzes can be done everywhere by utilizing the internet network. It is a form of flexible and helpful assessment for the students.

## **2. Types of Quizzes**

There are five types of quizzes which have the characteristic of each quiz. The first type of quiz is Mix up the structure. Tropman, (2014) stated that it is a kind of quiz that used the usual objective questions. It has short answer questions. The question asked can be students' response to opinion in a reading of the book. These several quizzes are open book. The students may open their books during the quiz. It might also be taken home. This quiz makes students interested because of the way in giving them an experience to respond in some different types of the question and keeping experience of the quiz from becoming scale.

The second type is collaborative quizzing. It is one of effective quizzes to produce students interesting in discussing the material of the course enthusiastically. This kind of quiz can also reduce students' anxiety in facing the quiz. Firstly, students are doing the quiz, then turn it over and stand up to face and

talk with their partner of this quiz. After the students finish their discussion, they revert to the answer of their quiz. On this occasion, students may change their answers to the quiz. Thus, they do the quiz individually, solve it in, and also do the quiz in a small group (Pandey & Kapitanoff, 2011).

The third is Quizzing with resources. It is kind of quizzing which is allowed students to read and make a note in detail. The students can open their notes during the quiz. They may also use their class note while doing the quizzes. According to Ali Resaei in his quantitative research method said that open note quizzing connected with the result of collaboration significantly has higher in the final examination (Rezaei, 2015).

The fourth type is Quizzing after questioning. This approach encourages students to ask better questions and facilitates substantive classroom discussions. On this occasion, students may ask everything related to the question of the quiz about the material of the course before the quiz occurs. The teacher and students discuss and find the correct answer to the quiz. If the students ask a question that simulates a good discussion, it will be the quiz question and students have to write the answer. After finishing that activity, the teacher announced to the students that they have passed the quiz (Nu'ma, 2019).

The fifth is online quizzes completed before class. This is a kind of quiz which is completed before the class online. This quiz is scored online electronically with a summary structure to be collected for the professor. Thus, there is not enough time to know the missed problem or the area of misunderstanding. Then class time can be used to address those concepts that are

giving students the most trouble. It can improve students understanding of the material before moving to the new material. (Brame & Biel, 2015).

Therefore, there are many types of quizzes that the teacher can use to assess students' understanding. The teacher can choose any type of quizzes based on the need and the situation.

### **3. Tools Used in Doing Online Quizzes**

There are a lot of classroom tools or websites that teachers can create or share quizzes and polls during the class. Some examples of such tools are socrative, polldaddy, poll everywhere, kahoot, verso, classmaker, google forms, quizizz, etc. Many universities have adopted these tools for education in which they can be used on mobile phones or computers connected to the internet network. The use of interactive technology in the classroom not only facilitates and enhances student learning, and the co-production of learning, but that it is also perceived as a beneficial augmentation to the traditional lecture format, and adds value to the students learning experience (Chaiyo & Nokham, 2017). Therefore, due to the ICT's development, there are many kinds of platforms created to facilitate teacher makes quizzes. Teachers are helped in assessing students' understanding via online both during the classroom or out of the classroom. Students are also challenged due to the use of classroom tools or websites so that they do not get bored with the traditional forms of assessment.

## **D. Google Forms**

### **1. Definition of Google Forms**

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). It is one of the classroom assessment tools that the teacher can push out several questions through the form, in a survey-like format. The student responses can then be compiled into a spreadsheet for analysis, differentiation, and informed teaching. The teacher can also incorporate conditional formatting into the spreadsheet by adding a colored background to the wrong answers so they can instantly identify students that are getting on well and the ones that are struggling and will be needing intervention (Chaiyo & Nokham, 2017). Therefore, Google Forms is one of the online platforms that can be used to develop teachers who made quizzes to assess students' competency in learning English.

### **2. The Advantages and Disadvantages of Using Google Forms**

Using Google form for quizzes gives several advantages. One of them is that the result of the test is automatically recorded as students finish the quiz. So, the report can be done faster. Besides that, it will be more economical, because it doesn't need any paper or other stationery. The possibility of question leaking is also low. It also gives advantages such as "unbiased scorers" and "controlled test validity". As stated by Agrawal & Maurya, 2016 p. 294 that the results generated from the online survey method (google forms) are secure as they are generated in

the form of diagrams that cannot be edited. The excel sheet that contains the respondent's data can be modified but those changes don't reflect in the result diagrams. This makes the resultant diagrams more secure and only shows the actual data filled by the respondents. Also, the time to answer questions can be measured.

In addition, using Google Form in the teaching and learning process can also give benefits to promote both learning and assessment. According to Nguyen et al, (2018) to promote learning, Google Forms can be used to gauge students' pre-existing knowledge, identify misconceptions, and engage students in discussion. Because quizzes in Google Forms can be graded automatically and a summary of all answers can be viewed instantly under the "responses" tab in Google Forms, instructors can easily spot which questions were missed the most and decide on which concepts to review for students. Moreover, questions in Google Forms are not restricted to multiple-choice but can be created to stimulate deeper student thinking where they need to do more than just a click to answer.

Furthermore, Google Forms gives benefit in assessment in which it can provide in-the-moment feedback to both students and instructors. Quiz settings in Google Forms have options to release grades immediately after each submission and allow students to see their total score and which questions they answered correctly or incorrectly. This immediate feedback allows them to immediately begin questioning their understanding and asking for help. In turn, faculty can assess how well students understand the material. Particularly, a formative assessment can be given to students during class immediately after a concept has



been introduced, at the beginning of the next class as a follow-up activity, or the end of a unit. Student responses give instructors ideas about which concepts need to be revisited or how to adapt follow-up lessons to the students' needs (Nguyen et al, 2018).

However, there are also some disadvantages of using Google form for online quizzes or other online examination. One of them is the lack of instructor's control (Kerka and Wonacott, 2000). Students may do cheating. Therefore, in order to avoid this possibility, teachers may use time limitations in Google form for online quizzes. So, students will not have time to open the book or ask somebody else because there was a time limit. Furthermore, the test format makes students scroll up and down in order to answer the questions. It causes confusion and time consuming (Azmina et al, 2017). Therefore, the online quizzes design features also need to be considered by the teacher so that it meets both the efficiency of the system as well as the convenience for online quizzes takers (Karim & Shukur, 2016, p. 241).

In addition, Mansor (2012, p. 427) stated that the availability of stable internet connection also needs to be taken into account. Further, he stated that the successful application of the system very much depends on the availability of good and stable internet connection.

In addition, Google Forms do not allow mathematical symbols or a way to enter anything but the most basic of equations. Also, there are no formatting options such as italicizing, underlining, text, or boldfacing. Nonetheless, this issue

can be addressed; for example, inserting pictures when an equation cannot be typed, capitalizing words to be emphasized (Nguyen et al, 2018).

As technologies have developed, many changes have taken place in the classroom to support education and help teachers inform their teaching practices. Google Forms is a free online tool that can be used in the classroom to engage students in the learning activities, and evaluate their learning. Moreover, it is user-friendly, easy to administer, and helps instructors save paper and time grading assignments.

#### **E. Review of the Previous Study**

There were some studies on the use of Google Form in teaching and learning activities that have been conducted previously. First, Dong-gook Kim in 2010 had conducted a survey of the 62 students in statistics course at a small liberal arts college in the southeastern United States. The survey was about students' perceptions of the effectiveness of Google Forms used in the teaching and learning process in the class. 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 was mixed-method research aimed to find out the perception of

university students using Google form in their examination. The respondents of this research were students of Islamic University in Indonesia who enrolled in Islamic Economy and Business Faculty. They were 94 respondents consisted of 37 male 57 female students. Quantitative research was conducted to find out the level of the students. While qualitative research was used to analyze the perception of each level about Google forms online examination. The result showed that the perception of Google form online examination differs from each level of university students. Besides that, it also found some obstacles faced by the students on the internet connection, time, and online test format.

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 research was conducted at the Faculty of Nursing, Chiang Rai College in Chiang Rai, Thailand. The samples were taken from 121 students that were attending a gerontological nursing course. The results of this study showed that there were significant differences in the concentration, engagement, enjoyment, motivation, and satisfaction of students who took the quiz via Kahoot, Quizizz, and Google Forms. However, Kahoot and Quizizz had presented a lot of positives over Google forms when used in the classroom especially in terms of students’ concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction.

The previous studies were similar to the present study which studied the use of Google Form. But it was different since this present study examined students' perception on the use of Google Form focusing on the English online quizzes.