TEACHERS' AND STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE FORM AS ENGLISH LANGUAGE TEST MEDIA IN SMAN 5 SIDRAP

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Pd.) at IAIN Parepare Postgraduate Program

THESIS

By

NURFADILAH
Reg. Number: 19.0213.014

POSTGRADUATE PROGRAM
STATE ISLAMIC INSTITUTE (IAIN)
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Penguji penulisan Tesis saudari NURFADILLAH, NIM: 19.0213.014, mahasiswa Pascasarjana IAIN Parepare, Program Studi Prodi Tadris bahasa inggris, setelah dengan seksama meneliti dan mengoreksi Tesis yang bersangkutan dengan judul: Teachers' and Students' Perception Toward The Use Of Google Form As English Test Media in SMAN 5 SIDRAP, memandang bahwa Tesis tersebut memenuhi syarat-syarat ilmiah dan dapat disetujui untuk memperoleh gelar Magister dalam Ilmu Tadris Bahasa Inggris.

Ketua	:	Dr. Zulfah, M.Pd	(.........................)
Sekretaris	:	Dr. Magdahalena Tjalla, M.Hum	(.........................)
Penguji I	:	Dr. Abd. Haris Sunubi, M.Pd	(.........................)
Penguji II	:	Dr. Arqam, M.Pd	(.........................)

Parepare, February 2023.
Diketahui Oleh
Direktur Pascasarjana
IAIN Parepare

Dr. Hj. Darmawati, S.Ag., M.Pd
NIP. 19720703 199803 2 001

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

The writer who signed the declaration below:

Name : NURFADILLAH

NIM : 19.0213.014

Study Program : English Education Program

Title of Thesis : teachers' and students' perception toward on the use of Google form as English language test media

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NURFADILLAH
Reg. Number: 19.0213.014

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Parepare,   February 2023
The writer,

NURFADILLAH
Reg. Number: 19.0213.014
</div>

PEDOMANTRANSLITERASI ARAB-LATIN DAN SINGKATAN

A. *Transliterasi Arab-Latin*

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada tabel berikut:

1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	s\a	s\	es (dengan titik di atas)
ج	jim	j	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	z\al	z\	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	'ain	'	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
ه	ha	h	ha
ء	hamzah	'	apostrof
ى	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dgn tanda (').

2. *Vokal*

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	*fath}ah*	a	a
اِ	*kasrah*	i	i
اُ	*d}ammah*	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
ىَ	*fath}ah dan ya>'*	ai	a dan i
وَ	*fath}ah* dan *wau*	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوْلَ : *haula*

3. *Maddah*

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
...َ ا | ...َ ى	*fath}ah*dan *alif* atau	a>	a dan garis di atas
ى	*kasrah* dan *ya>'*	i>	i dan garis di atas
وُ	*d}ammah*dan *wau*	u>	u dan garis di atas

Contoh:

مَاتَ : *ma>ta*

رَمَى : *rama>*

قِيْلَ : *qi>la*

يَمُوْتُ : *yamu>tu*

4. *Ta>' marbu>t}ah*

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah* yang hidup atau mendapat harakat *fath}ah, kasrah,* dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta>' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *ta>' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta>' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الأَطْفَالِ : *raud}ah al-at}fa>l*

اَلْمَدِيْنَةُ اَلْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

اَلْحِكْمَةُ : *al-h}ikmah*

5. *Syaddah* (*Tasydi>d*)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydi>d* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*
نَجَّيْنَا : *najjaina>*
اَلْحَقُّ : *al-h}aqq*
نُعِّمَ : *nu''ima*
عَدُوٌّ : *'aduwwun*

Jika huruf ى ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِـىّ), maka ia ditransliterasi seperti huruf *maddah* menjadi i>.

Contoh:

عَلِيٌّ : 'Ali> (bukan 'Aliyy atau 'Aly)

عَرَبِيٌّ : 'Arabi> (bukan 'Arabiyy atau 'Araby)

6. *Kata Sandang*

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

اَلشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

اَلزَّلْزَلَةُ : *al-zalzalah* (*az-zalzalah*)

اَلْفَلْسَفَةُ : *al-falsafah*

اَلْبِلاَدُ : *al-bila>du*

7. *Hamzah*

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُوْنَ : *ta'muru>na*

اَلنَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

8. *Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa Indonesia*

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an(dari *al-Qur'a>n*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. *Lafz} al-Jala>lah* (الله)

Kata "Allah"yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِيْنُ اللهِ *di>nulla>h* بِاللهِ *billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah,* ditransliterasi dengan huruf [*t*]. Contoh:

هُمْ فِيْ رَحْمَةِ اللهِ *hum fi> rah}matilla>h*

10. *Huruf Kapital*

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul

referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma>Muh}ammadunilla>rasu>l

Innaawwalabaitinwud}i'alinna>si lallaz\i> bi Bakkatamuba>rakan

SyahruRamad}a>n al-laz\i>unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

B. *Daftar Singkatan*

Beberapa singkatan yang dibakukan adalah:

swt.	=	*subh}a>nahu> wa ta'a>la>*
saw.	=	*s}allalla>hu 'alaihi wa sallam*
a.s.	=	*'alaihi al-sala>m*
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS …/…: 4	=	QS al-Baqarah/2: 4 atau QS A<li 'Imra>n/3: 4
HR	=	Hadis Riwayat

ABSTRACT

Name	:	Nurfadillah
Reg Number	:	19.0213.014
Title	:	teachers' and students' perception toward the use of Google form as English language test media

Tests help teachers to find out the effects of strategies and methods in learning process. Test is used to measure the level of development or progress that has been achieved by students. Technological developments very useful especially in education, technology makes it easier for teachers and students in the learning process, there are many portals, sites, and software that can use in the test and learning process. Google form is one of the popular platforms to do the test, hence, This research aimed to find out teachers' and students' perceptions toward using Google form as test media in SMAN 5 SIDRAP.

This research used descriptive quantitative, the writer collected the data by using a questionnaire, Descriptive analysis is used to describe a situation or the nature of the data from each respective variable of the study, the population of this research was the students and English teachers of SMAN 5 SIDRAP, the total sample was 3 English teachers and 133 students determined by using purposive sampling.

The result of this research showed that (1) Overall the teachers' response results showed that 87% of responded in the easy category. Most teachers have a positive perception toward the use of Google form as an English test media. At preparation indicator, all items in the easy category. at the implementation stage, items 8 and 10 were 100% in the easy category, and in item 9 66% in the neutral category. Most teachers in the implementation stage were already in the easy category. In the evaluation indicator showed all items were 88% in the easy category, most teachers already know the process of giving feedback on student test results through the Google form. (2) The result of Overall, students' responses to 15 items showed that 71% in the easy category. In preparation indicator, students' respond to all items in the easy category. In the implementation indicator for every item was in the easy category. The result in the evaluation indicator showed the result of responded in the easy category.

Key word: test, Google form, perception, Teachers', Students'

خلاصة

اسم	:	فاضلة نور
عدد ريج	:	١٩٠٢١٣٠١٤
عنوان	:	تصور المعلمين والطلاب تجاه استخدام نموذج جوجل كوسائط اختبار للغة الإنجليزية

تساعد الاختبارات المعلمين على اكتشاف تأثيرات الاستراتيجيات والأساليب في عملية التعلم . يستخدم الاختبار لقياس مستوى التطور أو التقدم الذي أحرزه الطلاب . التطورات التكنولوجية مفيدة للغاية خاصة في التعليم ، حيث تسهل التكنولوجيا على المدرسين والطلاب في عملية التعلم ، وهناك العديد من البوابات والمواقع والبرامج التي يمكن استخدامها في الاختبار وعملية التعلم . يعد نموذج جوجل أحد الأنظمة الأساسية الشائعة لإجراء الاختبار ، وبالتالي ، يهدف هذا البحث إلى معرفة تصورات المعلمين والطلاب .SMAN 5 SIDRAP تجاه استخدام نموذج جوجل كوسائط اختبار في

استخدم هذا البحث الكمي الوصفي ، وجمع الكاتب البيانات باستخدام استبيان ، ويستخدم التحليل الوصفي لوصف حالة أو طبيعة البيانات من كل متغير من متغيرات الدراسة ، وكان مجتمع هذا البحث من كان إجمالي العينة 3 مدرسين للغة الإنجليزية و ، SMAN 5 SIDRAP .طلاب ومعلمي اللغة الإنجليزية طالبًا تم تحديدهم باستخدام أخذ العينات الهادف 133.
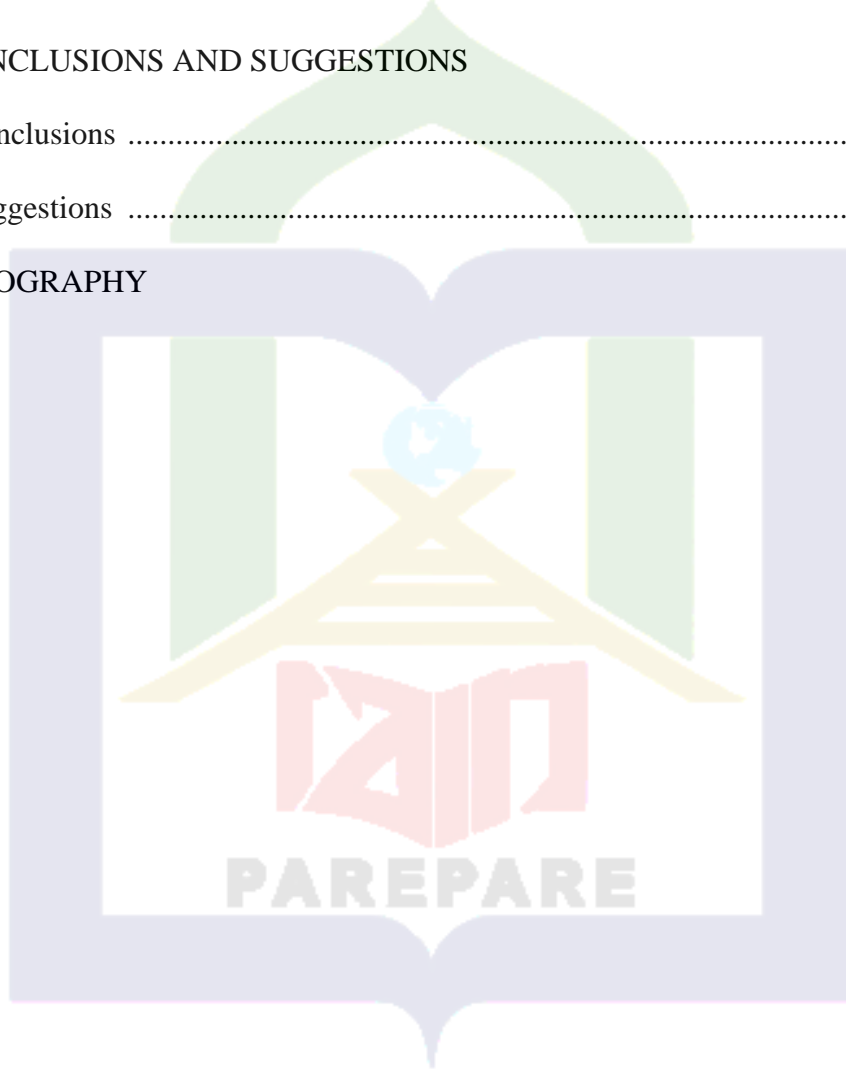
أظهرت نتيجة هذا البحث)1 (إجمالاً أن نتائج استجابة المعلمين أظهرت أن 87٪ استجابوا في الفئة السهلة . لدى معظم المعلمين تصور إيجابي تجاه استخدام نموذج جوجل كوسيلة لاختبار اللغة الإنجليزية . في مؤشر التحضير ، كل العناصر في فئة السهل . في مرحلة التنفيذ كان البندان 8 و 10 100٪ في الفئة السهلة ، وفي البند 9 66٪ في الفئة المحايدة . كان معظم المعلمين في مرحلة التنفيذ بالفعل في الفئة السهلة . أظهر مؤشر التقييم أن جميع العناصر كانت 88٪ في الفئة السهلة ، ومعظم المدرسين يعرفون بالفعل عملية تقديم الملاحظات على نتائج اختبار الطلاب من خلال نموذج جوجل) .2 (نتيجة الإجمالي ، أظهرت ردود الطلاب على 15 عنصرًا أن 71٪ في الفئة السهلة . في مؤشر التحضير ، يستجيب الطلاب لجميع العناصر في الفئة السهلة . في مؤشر التنفيذ لكل بند كان في فئة السهل . وأظهرت النتيجة في مؤشر التقييم نتيجة الرد في الفئة السهلة.

الكلمة الرئيسية :الاختبار ، نموذج جوجل ، الإدراك ، المعلمون ، الطلاب

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CHAPTER I
INTRODUCTION

This part describe the relational for conducting a study on perception of Google form as media for English language testing, the description includes the background of the study, the objective of the research, Research Questions, and significance of the research.

A. Background of the Study

The test is an important stage in the learning process. This activity has an important role in education. According to Wulan (2013), without a test the student's ability will be difficult to identify. Tests can help teachers to find out the effects of strategies and methods in learning process. According to Anas Sugiono (2007), Tests typically have two types of function, as a method for evaluating students. In this regard, the test is used to measure the level of development or progress that has been achieved by students after they have gone through the process. Teaching and learning within a certain period of time. And as a tool for measuring the effectiveness of educational initiatives, as it will be clear from the test how far the intended teaching program has been accomplished.

Generally, the test is carried out in two forms, namely the paper test and paperless, the paper test uses paper media with a device consisting of a question sheet and an answer sheet. Rohmah (2021) explains that a paper test is also called a conventional test, which means that the paper tests are still traditional or there is no technological assistance.

Paper tests take a long time in the assessment process. The teacher must check each test result sheet from the tester. This process is certainly time and energy consuming. This form of the test requires quite a lot of paper. From the stage of duplicating, and working, to the assessment process, each stage requires paper. Hence the implementation of the test takes a lot of time and money. According to (Santi, 2013), the weakness of the paper test take is a lot of time in the correction process. According to Liegle and McDonald (2004) in Rochmah (2013), the implementation of conventional paper tests sometimes makes the class atmosphere crowded, There are students who cheat, Spend a lot of time in the assessment process, Require quite a lot of paper, and Spends a lot of money.

To solve the problems, technological developments are very useful, especially in education, teachers use technology to find material. In fact, technology can also use for evaluation process, such as giving assignments and carrying out tests or daily tests. According to Nugroho (2018), use technology in learning process will be more interesting. The use of technology in the world of education does not only stop at the process of seeking and imparting knowledge. Technology can also use for evaluation process. The use of technology can increase students' enjoyment and interest in learning evaluation.

Technology makes it easier for teachers and students in the learning process. Technology helps teachers and students obtain subject matter easily and quickly. According to Amin (2018), some of the benefits of technology in education are improving the learning and teaching process, technology improves the quality and accessibility of education.

In education, technology can be used as space and evaluation of learning outcomes, various advantages can be obtained if the test is carried out using the internet. Technology makes it easier for teachers to make tests more varied, the process in this test also does not take too long and test takers can see the results of the test directly after the test is finished, the answer value can be known immediately, the scoring system or direct correction is carried out by the system. Test use technology as a media of test is a new innovation in the digital era. Test distribution and answer sheets without paper.

In addition, the benefits obtained by students include, in the evaluation process students do not bother bringing writing instruments, speeding up the evaluation process, helping students focus, and preventing the class from being crowded. (Centauri, 2019) explained that, the questions presented were interactive and stimulated students to understand the material. An interactive question is useful for students in increasing their knowledge of the material.

Currently, there are many portals, sites, and software that can use in the test and learning process. Along with Information and Communication Technology, various platforms have emerged that make it easier for teachers to evaluate student learning outcomes according to Cahiyo and Nokham (2017), Google Form is one of the online platforms that can be used by teachers to make tests.

Google Form is one of the solutions to overcome problems in paper tests. Generally, this platform is used to fill in data easily and effectively. According to Mansor (2012), Google form is suitable for various groups, such as teachers,

lecturers, and students, to make online quizzes and surveys, Furthermore, according to Hamdani et al. (2017), Google Form is one of the services provided by Google to create quizzes and conduct examinations online. In addition, its features can be explored not only to make questionnaires but also being able to design questions or tests. This platform can reduce paper usage, save costs, streamline time, and reach many parties.

Some schools have used Google forms as an alternative to taking tests, and some features in Google forms can be used to make various online tests, this platform also facilitates the assessment process after the test is completed. (Rahardja et al, 2018). Additionally, the features of Google Forms are very easy and friendly to be accessed by users.

Google forms have been used in several schools, especially senior high school in the process of evaluating learning outcomes, use Google form the implementation of the test becomes more effective. The teacher can control the process of the test, there is a feature on the Google form that can be used by educators to set the time limit for taking the test, and the teacher can also respond quickly to tests that have been completed by students. Thus, this research was conducted to find out teachers' and students' perception toward the using the Google form for English language tests at SMAN 5 SIDRAP, one of the schools that use Google form in the test process.

B. Question of the Research

In accordance with the research background, this research elaborates the following questions:

1. What are the teachers' perception of the use of Google form as language testing media?

2. What are the students' perception of the use of Google form as language testing media?

C. Objectives of the Research

Based on the research questions, the writer considers the main purpose of this research that consists of two objectives as follows:

1. To describe the teachers' perceptions on the use of Google form as language testing media.

2. To describe the students' perceptions on the use of Google form as language testing media

D. Significances of the Research

Hopefully, this research can be useful for students, teachers, and writers, and give positive impact in order to achieve a better quality of use technology in English language tests,

1. Theoretical Uses

The results of this study are expected to be a reference in developing the use of technology in learning outcomes tests, especially the use of the Google form platform. This research intended to enhance knowledge of technological use for English language tests.

2. Practical Uses

   a. For teacher

   The result of this research provides information about how to use Google form in English language tests, teacher reflection to increase the utilization of technology provide language tests.

   b. For student

   The result of this research intended to increase students' motivation to improve technology use in doing tests.

   c. For the next writer

   The result of this research is expected to give useful information and sharing media about Google form as media of English language testing, hence the next research have more ideas about technological development in English language tests.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the writer provides previous related research findings and theories about using media in English tests, which are divided into three sub-parts. The first is previous related research findings. It provides some studies which are done in related to the research done. The second is some pertinent ideas. It talks about theories related to this study. The third is the conceptual framework. It describes the mind map of this research.

A. Previous Related Research Findings

This study aims to determine teachers' and students' perception of Google form as English language test media , thus, the writer reviews some related studies of teachers' and students' perception, Google form and language testing, but, the studies can be different in some contexts such as the focus of the studies, educational levels or probably the methods in conducting the studies. The variations of the studies, however, help the writer to ensure that the topic which the writer deals with is relevant to be studied.

Related to the issue about the validity of language testing, several research have been conducted by some writers. Peni Astuti, (2020), conducted research in University Faletehan Serang to find out the empirical evidence of the English examination test content validity made by the English lecturer for the even semester of the first grade of Public Health's students administered, the results showed that the test Even semester English for public health students at Faletehan University is valid in terms of conformity with the syllabus or in other words the

test has good validity where each test item is in accordance with the criteria contained in the syllabus.

Mirnawati, M. (2020).conducted research in IAIN parepare also to find out the suitability of the English final test items with the basic competencies of the syllabus and validity of the test. By using a qualitative descriptive focus on listening, speaking, writing and reading courses in the English education study program at the Tarbiyah faculty of IAIN Parepare for the 2018/2019 academic year. However, the representation of basic competencies is not proportional, because there are basic competencies that dominate the test items.

Another study was conducted by Muhammad Nuryanto et al. (2018). In MAN 1 Semarang to find out test items of the National Standard School Final Examination (NSSFE) according to the material, expected learning objectives, and NSSFE test items meet the perceptions of teachers and students. test items of the English National Standard School Final Examination (NSSFE) of MAN 1 Semarang represented the materials and the learning objectives as stated in the syllabus. Wahyu Taufiq, et al. (2018). By using a qualitative method conducts research to evaluate the use of the TOEFL as an assessment language with the criteria of practicality, reliability, validity, authenticity and washback, the result showed that the TOEFL ITP is a lot more affordable. However, some skills are not tested here. In this TOEFL ITP, participants who have more ability in the untested skills will get unfair result. Therefore, for the institutions that still prefer to use the TOEFL ITP test for any considerations, are advised to conduct additional tests, particularly in Speaking and Writing abilities.

Different results were found in a study conducted by Worku Seyoum Ketsela. (2018). With the aim of analyzing the content validity of the English language tests administered in the municipal government of Addis Ababa in three private schools. Using quantitative and qualitative the results showed that, the content of the sample test did not adequately represent the scope of the textbook. Some content areas, for example, grammar, speaking, writing, and listening, were disproportionately included in the sample test paper in other words the English test in the sample school was very weak in content validity. As a result, English teachers are advised to prepare a valid test by: setting the specification table and taking into account whether the test is a reflection of the textbook.

Related to the issue about the perception of English language testing, the study has conducted by Clara Herlina Karjo. et all, (2019) to find out university students' perception regarding the obligation to take TOEFL as the exit college requirement, based on the results of the questionnaire, students' perceptions indicate that the TOEF test is needed to enter professional life but not to continue learning. The results of this study imply a reconsideration of the use of the TOEFL for college completion requirements. Another study was conducted by Muhammad Iqbal. et all, (2020). By using a qualitative approach to conduct research with the aim of knowing student perceptions about the TOEFL test, the results of this study explain that the TOEFL is very important both as a condition for taking the thesis exam, obtaining scholarships, and getting a job. Students even challenge themselves to improve their scores much better than before. Students use the TOEFL as a medium to hone their skills.

Related to issue about Google form for English Language Testing conducted by Juan kolemar Cahya. (2017) Google Form As A Medium For Multiple-Choice English Language Testing and how students respond to its implementation, the research result explain that Google form could be use as media of multiple-choose English test, the test becomes easier and more interesting and not there are problems experienced by students until they finish doing the test, the Google form is also useful for teachers because it is low budget and easy to be administrated Moreover, the students may get used to working with computer-based tests before they took the National Computer-Based Examination (UNBK).

Muhammad Rizal Fauzi (2014), thesis is entitled "Using Google Forms as a Learning Evaluation Tool in Indonesian Language Subjects: A Descriptive Analytical Study in Class VIII at Junior High School 1 Lembang". Through the use of the Google Form evaluation tool, it is hoped that it will be able to provide convenience in learning evaluation activities, both in terms of evaluation planning and the impact of efficiency, effectiveness, and attractiveness for teachers and students. Based on general conclusions, the results of research regarding the use of Google Forms as a learning evaluation tool in Indonesian subjects show that, starting from the planning stage and readiness of facilities and infrastructure, the development of Google Forms in learning evaluation activities provides impacts and benefits both in terms of effectiveness, efficiency, attractiveness, and display design. For teachers, it is very helpful to have a Google Form, both in terms of cost and time and effort. for the students themselves to be more interested,

enthusiastic, and active, and not see it as a negative thing to face exams at SMP Negeri 1 Lembang.

Kurniawati et al. (2020).conducted research to know students respond of Google form for listening test in university in Bandar Lampung The result showed that the students have positive responses toward the use of Google form in the listening comprehension test. and the result of their listening comprehension test, the majority of the students got good scores. Fitria yunita. (2017). conducted study in SMP Negeri 1 Muara Teweh to describe the use of the Google Form Application for Students' Assessment, the result showed that Google Form Application for assessment decreases paper use and money that must be paid by the school management, teachers agree that the use of Google Form Application makes the assessment is easier than manual test, but there is complain if the students are permitted to bring their own Smartphone to the school. Considering that Junior high school students are still in a growing period where they need more control in using Smartphone. Zaitunet, all (2020). focus on students motivation in doing English test using Google form in MTs Muhammadiyah 1 Ciputat, the result showed that most of the students gave positive responses, Google form used as media in giving English tests motivates students to complete questions on the test.

Many studies have been conducted related to the validity of English Language testing, where some research results show that English language testing, both TOEFL and tests made by educators, are used as a measuring tool for English language skills, indeed it is valid to know someone's language skills, then

the perception of English language testing, some research results show that students agree to make English language testing a requirement to continue their education and find work. Google form makes the assessment easier than manual tests, it also increases students' motivation in doing English tests.

As previously explained, some of the research has been done, it can be concluded that this research is different where several studies have examined the validity and the use of platforms for English language testing, however, this section will discuss teachers' and students' perception of Google form as media of English language test.

B. Some Pertinent Ideas

1. Language Testing

a. Definition of Language Test

A test is needed to determine the success of a process in every learning environment. A test is needed to measure a person's ability or as a reference that the learning process is successful. The test refers to the act of collecting information and then making judgments about a language learner's knowledge of a language and ability to use it. Language testing is the measurement of a person's ability to use language in some way. According to Firmansyah et al. (2020), language tests are designed and carried out to obtain information on matters relating to the effectiveness of language teaching carried out. Language is an incredibly complex phenomenon involving a number of distinct skills that interact with each other in any number of ways.

Language testing is used to measure skills, which means identifying people with language skills. Language testing is the practice and study of evaluating the proficiency of an individual in a particular language using effective methods. Evaluation to measure whether students can use the language they have learned fluently in speaking, listening, writing, and reading.

b. Type of test

As explained earlier to find out a person's ability, a test is needed. Andrew Harrison describes several types of tests, namely:

1) Placement test

The placement test is one type of test that is designed to determine the limits of abilities and skills, especially those related to teaching and learning activities. The results of the test will be a guideline for determining the class or level according to the ability of students. so that in the learning process there will be no difficulties. Placement tests focus on the suitability of skills and student development. In other words, placement tests can be used to determine whether someone can be at a certain level so that the learning process will not experience difficulties.

Placement tests are tests given to select new students into teaching groups so that they can start the course at roughly the same level as the other students in the class. Based on the syllabus and

materials that students will follow and use once their level is determined, it tests students' grammar and vocabulary knowledge.

A placement test usually includes a sampling of the material to be covered in the curriculum (content validity). The placement test is also a pre-test, or an assessment test before the learning process so that it can be used to increase learning abilities and skills.

2) Diagnostic tests

The diagnostic test is a test used to find problems in the learning process or to identify students' difficulties in learning a learning material. According to Arikunto (2006), a diagnostic test is one of the tests used to find out the weaknesses of students so that, from these weaknesses, they can be given the right treatment.

3) Achievement test

Achievement test is a type of test that is given with the aim of measuring the ability to relate to things that have been learned or skills that have been mastered. Suharimi Arikunto (2006) explains that the Achievement test is a test used to measure a person's achievement after learning something. The main role of the achievement test is to find out the final result in the teaching process.

4) Proficiency Test

Proficiency tests are tests given to measure people's abilities in various pieces trainings regardless of any training they may have in that

field. Proficiency tests focus on assessing the ability to apply what they learn in actual situations.

An important key in proficiency testing is assessing in some way a student's ability to correct a communication breakdown, by asking for repetition or explanation, for example, or by apologizing and repeating what he or she just tried to say.

2. Google form

a. Definition of Google form

Technological developments have an impact on education. Various technological products such as computers, tablets, and smartphones, as well as the availability of various platforms and with the help of increasingly cheap internet connections, are also opportunities for the use of technology in education.

One platform that is easily accessible and good enough to be developed as an evaluation tool in the learning process is Google Form. Google provides services that can be used to support educational activities, including Google Forms, Google Classes, Google Slides, Google Form, and various applications in the field of education.

According to Afrianti (2018), Google Classroom is designed for four types of users namely teachers, students, guardians, and administrators. Teachers can use it to create and manage classes, assignments, and grades and provide real-time input. Students can monitor class materials and assignments, share materials and interact in class streams or via email, send

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assignments, and get real-time feedback and grades. For guardians, it can be used to get email summaries regarding student assignments.

Google form is a platform that is equipped with various features that can make it easier for users to complete work. A Google Form is one component of the Google Docs service. This application is perfect for students, teachers, lecturers, office employees, and professionals who like to make quizzes, forms, and online surveys.

Features of Google Form can be shared publicly or specifically with Google account owners with accessibility options such as read-only (can only read) or editable (can edit documents). In addition, Google Docs can also be an alternative for people who do not have the funds to buy paid applications to use free programs compared to pirated paid programs like Microsoft Office, because we know that hijacking the program is not good. Maxi Research (2018: 2) explains that Google Form, a product of many Google products, is an application for creating web-based forms and collecting answers online. As a platform, Google Form can be used for a variety of data collection purposes.

Google Form is popularly used as an online questionnaire to conduct surveys. Students can use Google Form for school or college assignments or for professionals to do company assignments. Google Form also has a quiz feature that can score answers to questions in the questionnaire. This feature turns the questionnaire into a tool to support the learning process. Teachers or trainers can use Google Form to conduct quizzes or tests on students or

training participants through the devices they use (smartphones, tablets, or laptops). According to Thoyyibatu Amalia (2019), Google Form is free; there is no charge for using the product. In education, Google Forms can be used in the learning process and evaluation.

Goggle form is platform can be visited through the website or using the Google Form application on Android and IOS phones. Some of the services that can be used, such as creating questionnaires and registration forms, can be used to create online surveys and collect easy information. You can use the form feature to create questions according to your wishes. In addition, in the learning process, the teacher can share material in the form of files, videos, and images, which will be accessed by students using a link that will be shared by the teacher.

b. Advantage of Google form for as media test

In the learning and evaluation process using the Google form, there are several benefits that can be obtained, The teacher no longer needs to print out the test to distribute; the student no longer needs to answer the test on paper because the test can be accessed using the link that the teacher has shared; thus, the test can be done anywhere with the help of an internet network; and responses to questions can be seen immediately after the student submits the completed test. Aside from that, several things can be done on the Google form, including making a questionnaire that can contain criticism, suggestions, input (feedback), assessment data, and the need for research forms.

The questionnaire itself is often used in the teaching, business, and scientific research sectors. Furthermore, the Data Filling Form Worksheet contains forms for uploading files, making schoolwork in the form of options or essays, and others. According to Jahroh (2018:26), some of the functions of the Google form for education are as follows:

1) providing online practice/test assignments through the website;
2) collect other people's opinions through website pages;
3) collect some student/teacher data through website pages;
4) create online registration forms for schools; and
5) Distributing questionnaires to people online.

Jaroh (2018) further explained that some of the advantages of Google Form include various types of tests that are freely chosen. This platform provides a test selection facility that is free to use according to user needs. For example, multiple choice answers, checklists, drop-downs, and so on. Respondents can also add YouTube images and videos to your quiz. Then respondents can provide feedback immediately anywhere.

Google form can use everyone for free to create online questionnaires and online quizzes using a laptop or mobile phone that is connected to the internet and then share the link address of the form to the target respondents or paste it on a website page. The respondents can provide their responses anywhere and anytime by clicking on the web address or link shared by the questionnaire maker using a computer or mobile phone that is connected to the internet. All other people's responses and answers will be automatically

collected, compiled, analyzed, and stored by the Google Form application quickly and safely the form is responsive.

Additionally, Nugroho (2018) explains some advantages of Google Form. Specifically, the Google Form is simple to use as an evaluation tool since it is accessible to everyone. Users do not need to pay to utilize the Google Form platform because it is free.

Other programs can be used to distribute the Google Form. This makes it easier for everyone to access the tests or forms. The Google Form has a random question feature. The teacher is not required to develop questions in different packages. The teacher is not required to develop questions in different packages. The results of the Google Form can then be downloaded in excel format.

Various types of quizzes and questionnaires can be created easily and smoothly, and the results look professional. The results are immediately organized and analyzed automatically, along with real-time response info and graphs of response results. Users can also go further with data results by viewing everything in sheets like Ms. Office Excel. Thus, the Google form is very effectively used in evaluating learning, and the assessment process is also relatively easy because the assessment is carried out by the platform in accordance with the assessment standards that have been determined previously by the platform.

c. How to use Google form

As previously mentioned Google forms can be access using a phone

or computer, the most important thing to pay attention to use Google forms
is must have a Google account, then to construct test using Google form,
there are some step.

1) Use Chrome or another browser app to access Google Forms. The
   image below is the display after accessing the Google Form. Select
   "sing-in" to enter on the Google form platform.

Figure 1. Display of Google form search results
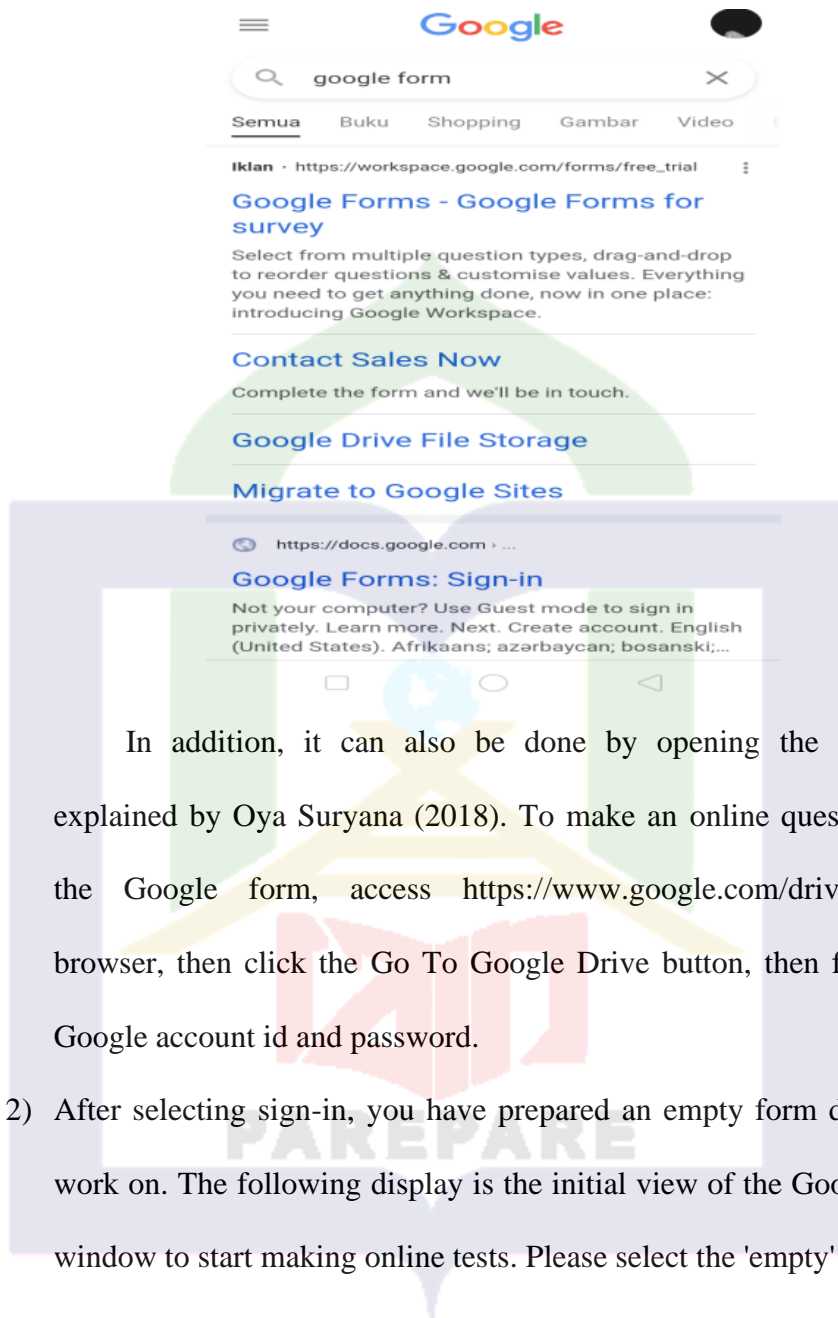
In addition, it can also be done by opening the drive, as explained by Oya Suryana (2018). To make an online question with the Google form, access https://www.google.com/drive/in the browser, then click the Go To Google Drive button, then fill in the Google account id and password.

2) After selecting sign-in, you have prepared an empty form display to work on. The following display is the initial view of the Google form window to start making online tests. Please select the 'empty' form.

Figure 2. the initial appearance of the Google form work window
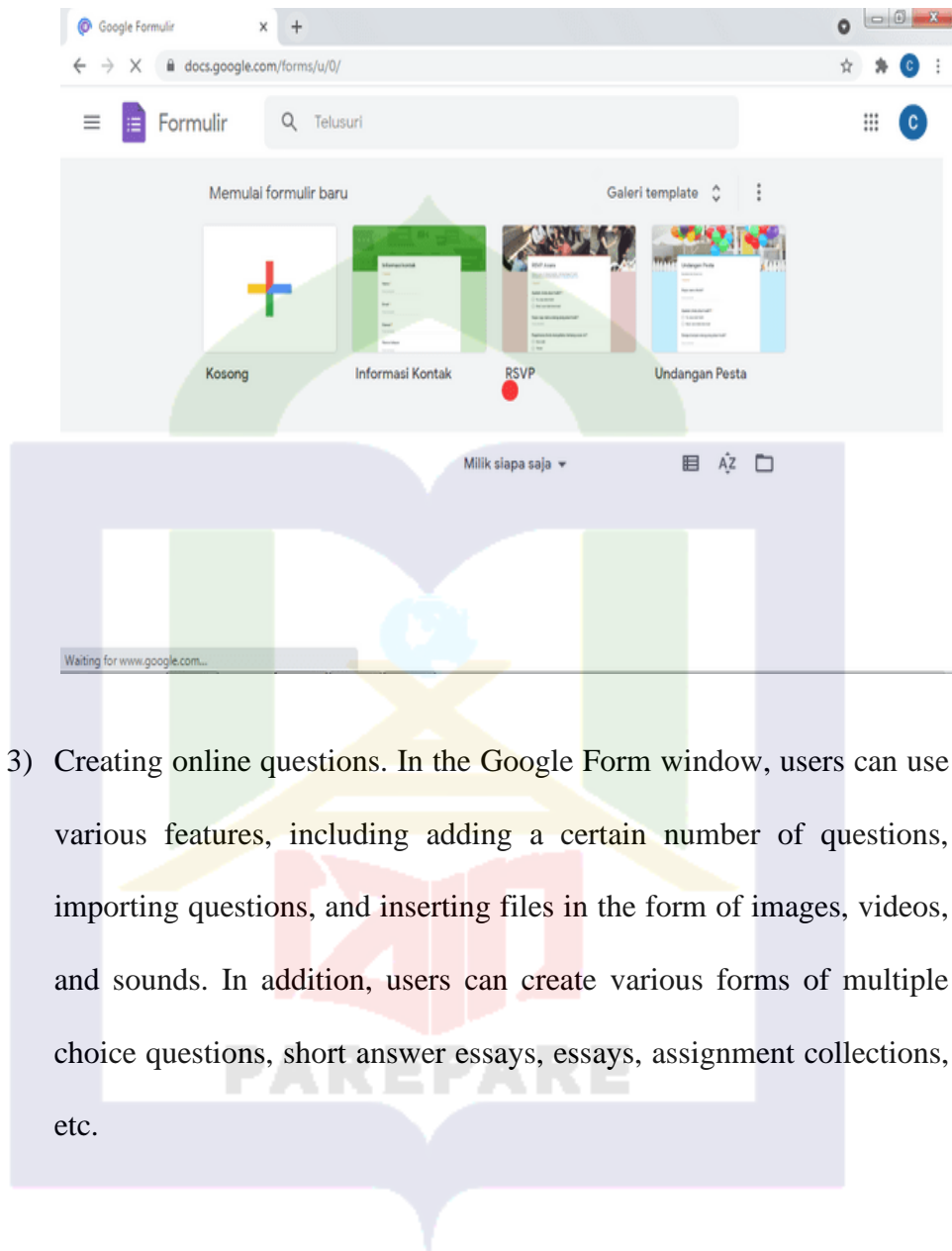
3) Creating online questions. In the Google Form window, users can use various features, including adding a certain number of questions, importing questions, and inserting files in the form of images, videos, and sounds. In addition, users can create various forms of multiple choice questions, short answer essays, essays, assignment collections, etc.

Figure 3. Display of the Google form work window
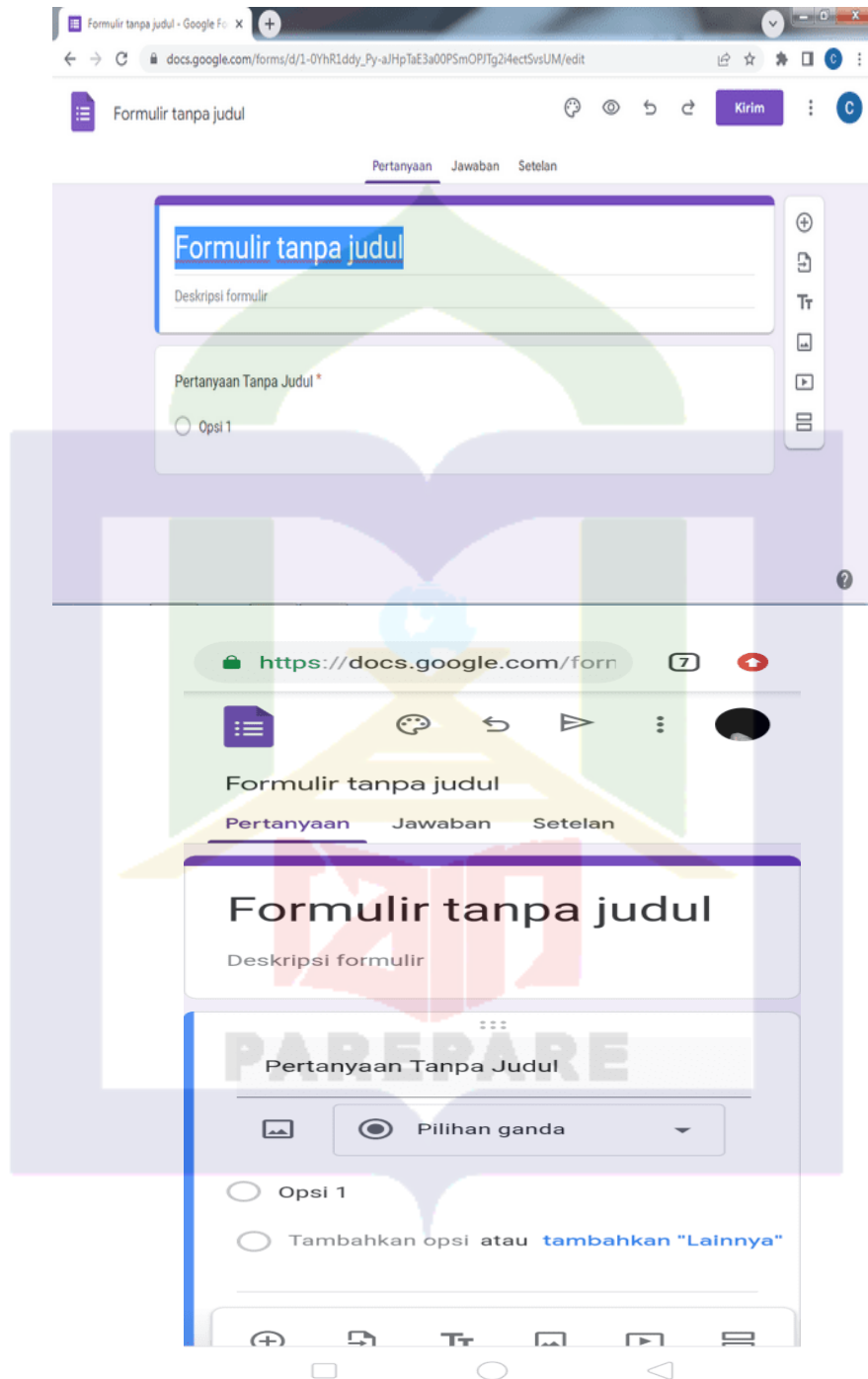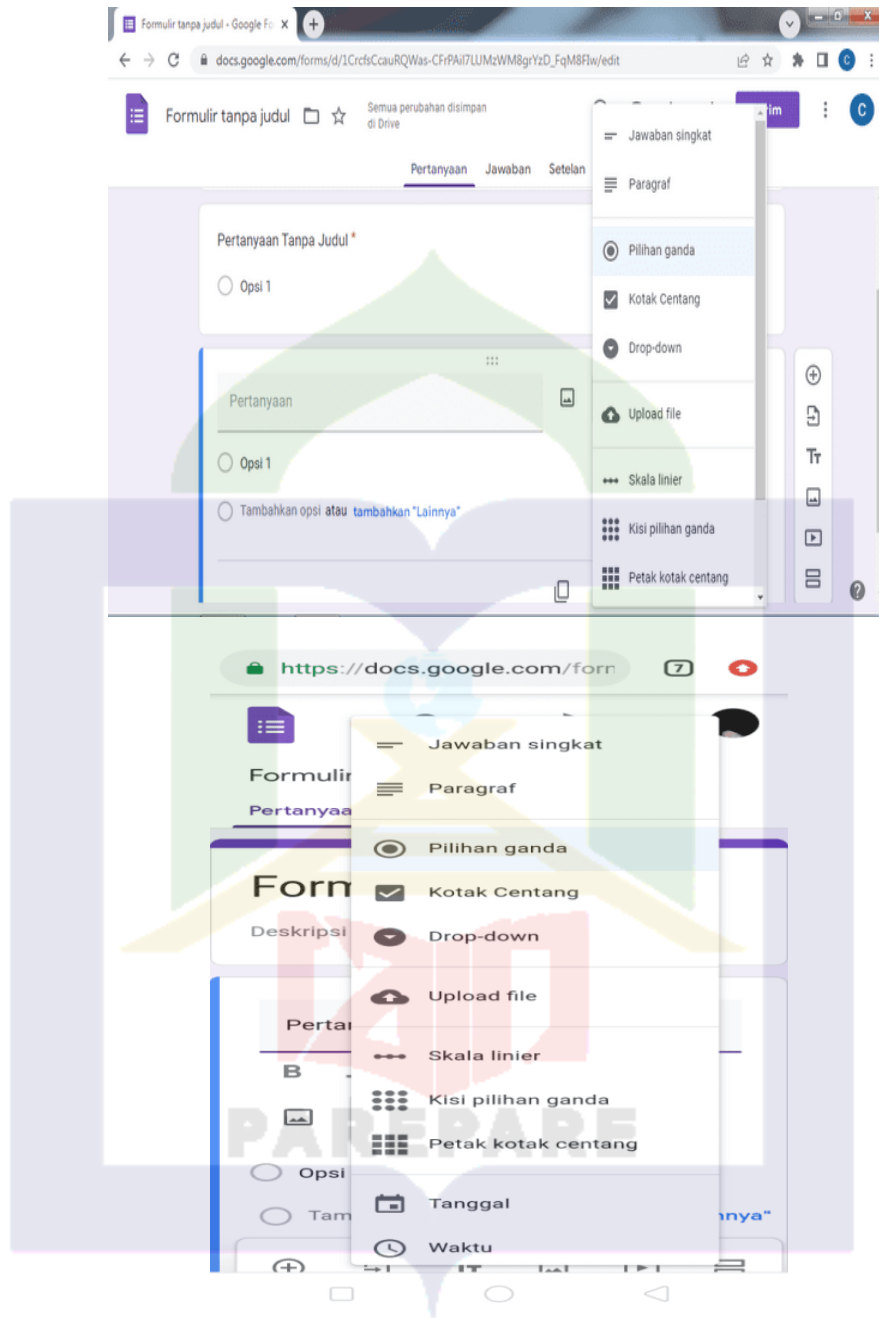
Figure 3 is a Google form window to create learning materials, presentations, or quizzes, first click the section. To add the evaluation title and description, which will be information on the type of test and student reference in doing the test. Next, give a description of the name and class that is given a field to fill in.

To create a name and class field, please select a short answer. For more details, see picture 3. Click the plus symbol (+) to start making questions, and make online questions starting from number one. Please enter your number and question. For example, create multiple-choice online questions. Choose options or multiple-choice answers. There will be multiple choices.

There are four options in the form of a circle. Please post your questions and answer choices. After finishing, make question number 2 and so on. To add to the next question, simply click on the plus sign (+) icon on the right. To create an answer key, please click "Answer Key" below the question and determine your score per item along with the answer key. All changes to the question input will be saved automatically on Google drive.

4) Some other features that can be used in the Google form are that users can make copies of the tests that have been made and that users can print questions that have been made directly from the Google form.

Figure 4. display of features on the Google Form work window
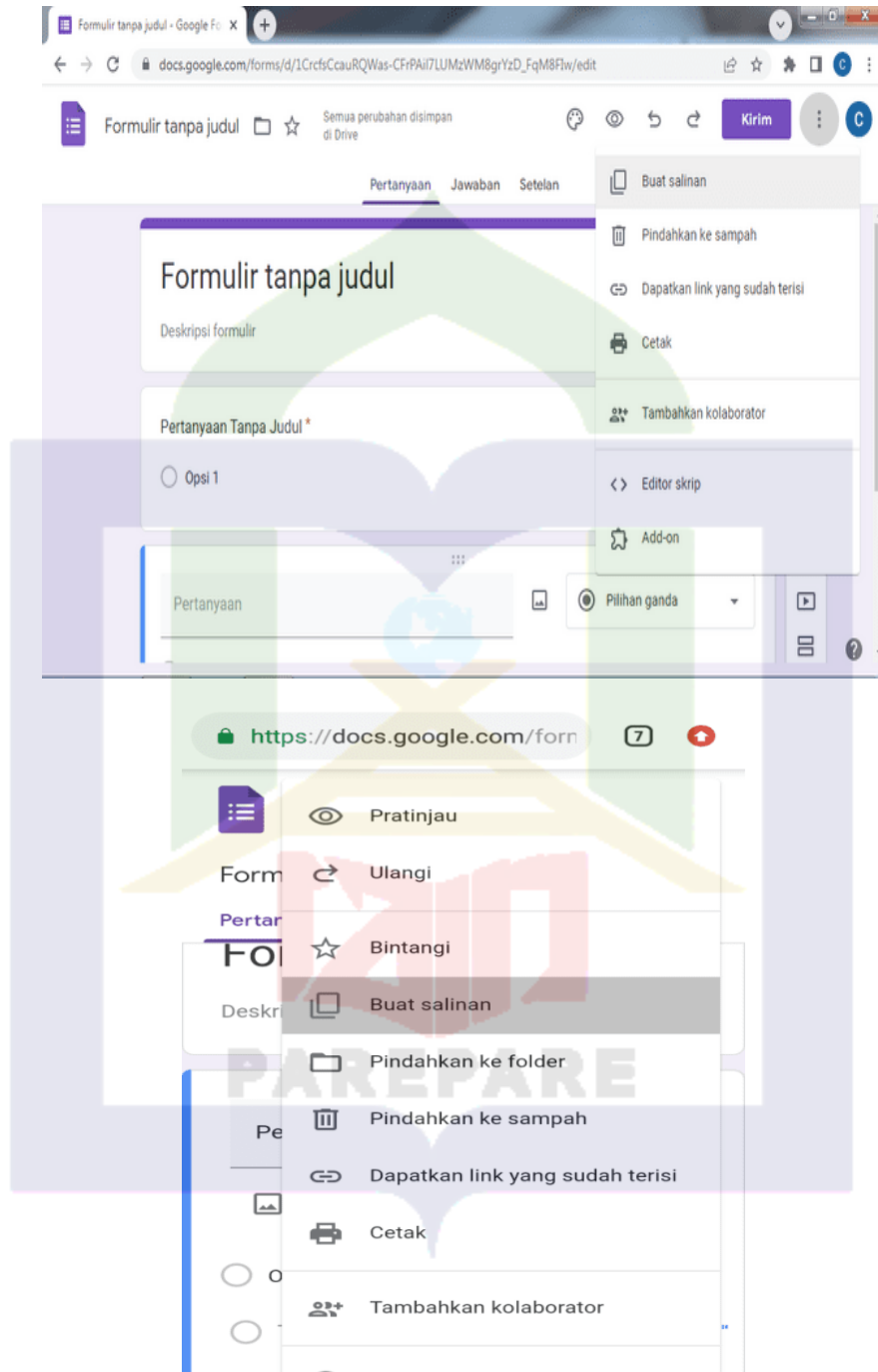
5) Select the settings to manage the test work. In this section, the user
can manage the test work, such as, before taking the test, the tester
must log in with a Google account. The user can also display the

results obtained by the tester and change the settings where the test

can only be performed. Do it once for each Google account. Here is

the display for the settings tab on the Google form.

Figure 5: Google Form Work Window's Display Settings feature.
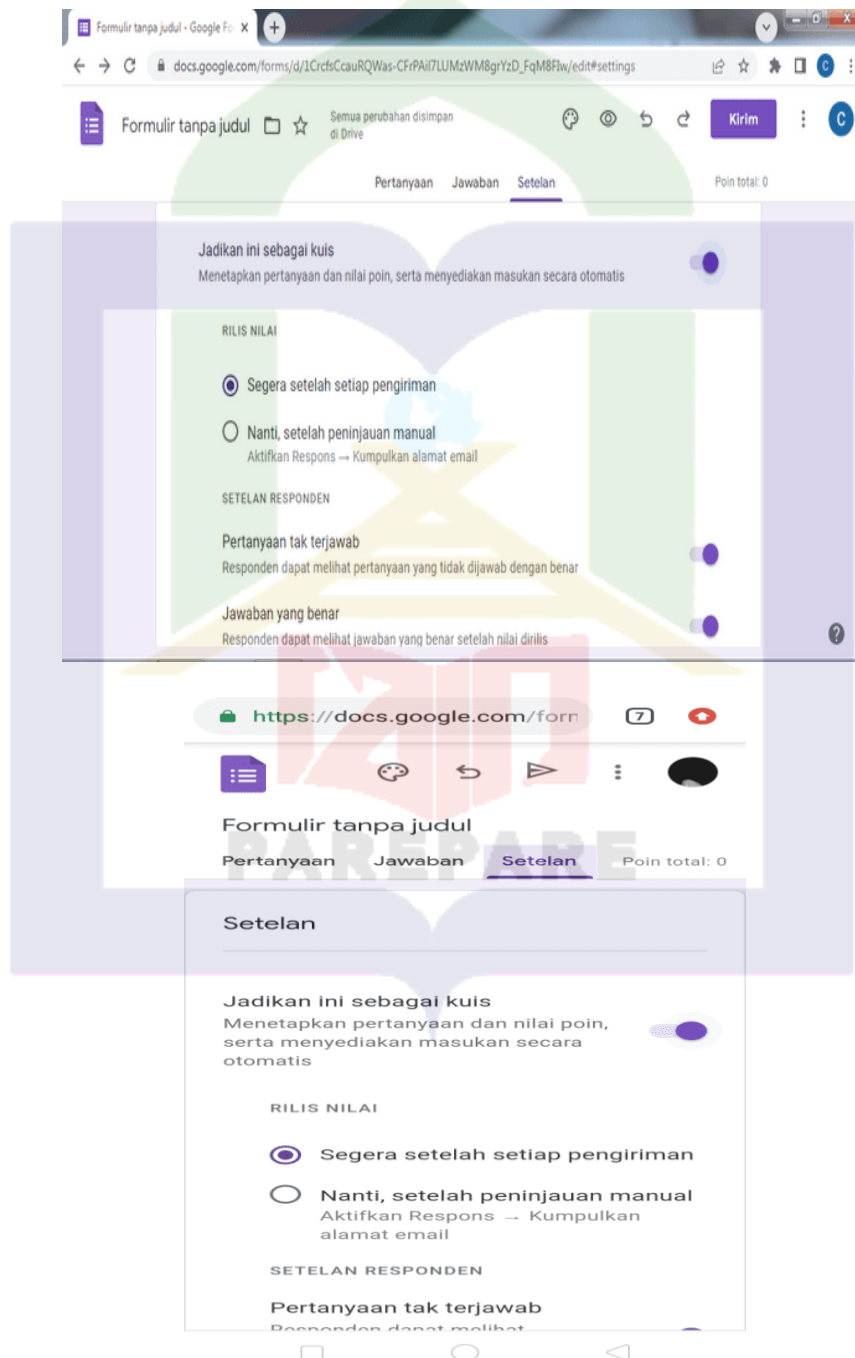
In the settings section, there are three menus, namely the quiz, general, and presentation menus. The "Quiz" it used to make the form a tool for creating quizzes. In this setting, there are three menus, namely "Make this a quiz," "Quiz options "and" Respondents can see." To create a learning evaluation tool, the "Make this as a quiz" menu must be activated, because the teacher will be unable to create the answer key and determine the weight of the question score.

The "Quiz options" menu relates to the release of learning evaluation scores of students' reactions or answers to Google Forms to automatically generate grades, then check the "Immediately after submission" option. But if the teacher wants to analyze the value first before it is known by the students, the teacher only needs to activate the "Later, after manual review" option. As for the "Respondents can see" menu, there are three options, namely "Answered questions", "Correct answers", and "Point scores". If each option is checked, then after submitting the answers, students can see the analysis of the questions and answers they have sent.

General settings, in this section, there are four menus. First, "Collect email addresses. If this menu is checked, student Forms must enter their email address first before do the test. Second, "Limit to 1 response. If this menu is activated, then one email address or one Google account can only be used for one question. Third, "Edit after submitting". This menu gives students access to change their answers

after submitting them. For learning evaluation, this menu should be disabled. The fourth menu option is "View summary diagram and text response." Students can view the outcomes of learning assessments from other students who have submitted answers beforehand if this menu is active.

The "Presentation" setting is generally used to adjust the appearance of the questions on the form. In this section there are three menus, namely "Show progress status", "Shuffle question order", and "Show link to submit other responses".

The random question order menu should be activated so that the questions can be automatically randomized by the system. so that students with one do not work on the same problem at the same time. Meanwhile, the "Show link to submit another response" menu can be used if the evaluation question requires attaching a large file, such as a video.

6) If all the questions and answer options have been created, then you can immediately click the "send" menu. There are three ways to submit a Google Form: through email, link, or HTML. The form will be emailed to the supplied email address if you choose the email submission method.

If utilizing a link, sharing the form involves copying the link to the form. Students might be given access to this link using messaging apps like WhatsApp. The HTML method is used to put a form on a

blog or website. After the questions are completed, students can take online tests using smartphones and laptops. the following Google Form display menu.

Figure 6. Google Form Submit Menu Display

3. Perception

   a. Definition of perception

   Perception can be interpreted as a view, assumption, or individual picture of an object. Perception is the result of individual interpretation based on the stimulus received through the senses. The message, information, or stimulus received will be processed until the stage of perception is obtained.

   According to Slameto (2010), perception is a process involving the entry of messages or information into the human brain, through which human perception is continuously in contact with the environment. This relationship is done through the senses, namely the senses of sight, hearing, touch, taste, and smell.

   Perception is a term that is always associated with thinking. Perception is the process of gaining awareness or understanding information received through the senses. According to Walgito (2010), perception is a process preceded by the sensing process, which is the process of receiving stimulus by individuals through sensor devices or sensory processes. But the process does not just stop; the stimulus continues, and so does the next process of perception.

   Perception is the way students interpret and understand what the picture is feeling. This process goes through the stages of starting from gathering, recognizing, and interpreting sensory information. According to Nugroho (2013), perception can be defined as meaning based on past

experience and the stimulus received through the five senses of sight, hearing, and taste.

b. Process of perception

Process Perception can be defined as the process by which a person receives or summarizes information from their surroundings. According to Qoing (2017), there are three stages of the perception process as follows:

1) Selection,

Selection is the first stage of the process of perception. At this stage, the environmental stimulus becomes a meaningful experience. In the perceptual process in which we convert environmental stimuli into meaningful experiences, the information that keeps coming is the countless stimuli that come to our sensory organs simultaneously and in a waiting process. However, not all of this information can be processed by individual sensors, as this can lead to confusion. Therefore, humans can only receive partial information from the environment through a selective process.

When inundated by a great deal of information, one only pays attention to stimuli that are attractive or familiar through selective perception. while others that are unattractive or unimportant will be ignored.

2) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be

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arranged in a certain way by finding meaningful patterns. There are two characteristics at this stage. First, the organizing process provides the structure of human perception. In this stage, stimuli from the outside world are placed into the meaningful experience of structured humans. Second, the process shows that human perception has stability In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

3) Interpretation

The third stage in perception is interpretation, which is referred to as the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

c. Influencing factor for perception

Bimo Walgito (2010: 101) lists the following factors as those that affect perception:

1) Observed things Stimuli from objects impact receptors or the senses. In addition to coming from outside the person who is perceiving, the stimulus can also come from within the person in question and strike the receiving nerve, which serves as a receptor, directly.

2) The central nervous system, nerves, and sense organs The receptors in the sense organs serve as devices for sensing stimuli. The central nervous system, specifically the brain, which serves as the center of consciousness,

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must also include sensory nerves as a means of transmitting the input received by the receptor to carry out the action required by motor nerves.

3) The first stage in preparing to make a perception is to pay attention, which is necessary to realize or retain a perception. The act of giving anything or a set of things your full attention is known as paying attention.

C. Conceptual Frame Work

The research begins with an effort to improve the effectiveness and efficiency of the students' English assessments. To accomplish this, educators shift the implementation by using various platforms as test media. Google Form is one of the most popular test media platforms. Obviously, teachers and students who utilize this platform have varied opinions on how easy or difficult it is to use as a testing medium. This explanation enables the following description of the framework of thought:
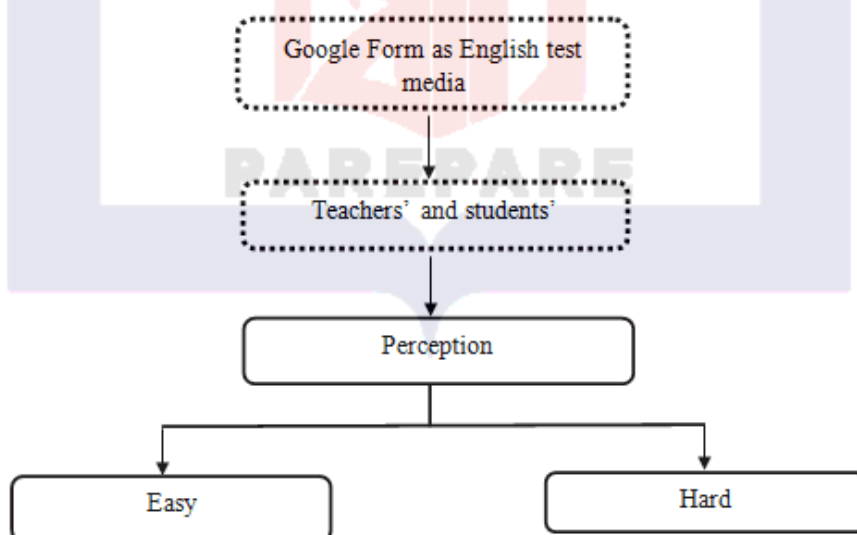
CHAPTER III

RESEARCH METHOD

This section focuses on the research methodology and procedure. Research methodology refers to the methods used to collect data or information for scientific analysis. More specifically, it's about how the writer determines the process of the research, the data source, and how the data is analyzed. This is an important thing to elaborate on the steps that are needed to answer the research question. This part is divided into some sections. They are: Design of the Research, Location and Duration, Subject of the Research, Instrument of the Research, Procedure of Collecting Data, Technique of Data Analysis, and Validity of Data.

A. Design of the Research

This research used a quantitative approach to obtain data. Quantitative research is used to measure the problem with numerical data transformed into statistics. According to Suharsimi Arikunto (2005), it is used to measure attitudes, opinions, behaviors, and other defined variables and generalize results from a larger sample population. Quantitative research uses numbers, starting from data collection, interpretation of the data, and the appearance of the results. Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to find information about what we want to know.

The type of research used is design descriptive research. Descriptive research describes the situation without looking at the relationship, influence, or

difference between variables. According to Sugiyono (2017), descriptive research is research that is used to describe or describe the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations that aim to analyze the data.

B. Location of the Research

This research was conducted at Senior High School 5 SIDRAP (SMAN 5 SIDRAP), starting from February 10th to February 18th, 2022. SMAN 5 Sidrap is a senior high school educational unit in Teppo Tellu Limpoe District, Sidrap, South Sulawesi. SMAN 5 Sidrap was one of the schools that used Google form in the English language test. SMAN 5 SIDRAP provided internet access to make learning activities easier. To conduct exams, students accessed the Google Form link, used the CBT exam application, and to minimize distraction, the school gave tablets to each student to facilitate them during the test.

a. The vision and Mission of SMAN 5 SIDRAP

1) The vision of SMNAN 5 SIDRAP is to realize excellent students with the character of Pancasila Profile students.

2) SMAN 5 SIDRAP's Mission

a) Create a religious culture to build a person who has faith, devotion, good character,

b) Create a literacy culture, curiosity, tolerance, cooperation, mutual respect, discipline, honesty, hard work, creativity and innovation, and care,

c) Create a competitive culture in academic and non-academic,

d) create students who have global competence and intellectual competence,

e) Create a school environment with a healthy culture, clean, neat, and orderly.

C. Population and Sample

1. Population

The population is a set of elements or objects that have the information sought by writers and will be used in making a conclusion. The target population must be precisely defined. In defining the target population, include the translation of the problem definition into statements that will and will not be included in the sample.

Sugiyono (2018) defines population as a generation area made up of objects or subjects with specific defined qualities and characteristics that writers study and then draw conclusions from. Riduwan (2002) defines population as the characteristics or units of measurement results that are the subject of research. Based on this explanation, it can be concluded that the population is the whole that is the object of research that can provide the required information or data. Hence, to answer the research question in this research, students and English teachers of SMAN 8 SIDRAP are the research population.

2. Sample

According to Sugiyono (2018), a sample is a large part of the number and characteristics possessed by the population. This study uses a non-probability sample. The non-probability sample is a non-random sampling technique. The population was selected as a sample based on several factors or previously planned. One of the non-probability sampling techniques, namely purposive sampling.

The purposive sampling technique was the most popular technique used for research. The sample was selected according to requirements, and the sample was selected based on characteristics, criteria, and certain conditions. Thus, sampling was non-randomly.

Purposive sampling is called judgmental sampling, sampling based on the research assessment or judgment to be sampled. Based on the explanation, the sample in this research was 133 students and 3 English teachers, which is the total number of students in class XII SMAN 5 SIDRAP.

The number of classes for third grade is five, XII MIPA 1 has 30 students, XII MIPA 2 has 28 students, XII MIPA 3 has 29 students, XII IPS 1 has 26 students, and XII IPS 2 has 20 students. Sample of this research presented in table below.

Table.1 Total Third Grade and English teacher of SMAN 5 SIDRAP			
No	Class	Total Students	Total English Teachers
	XII MIPA 1	30	3
	XII MIPA 2	28	
	XII MIPA 3	29	
	XII IPS 1	20	
	XII IPS 2	26	

D. Procedures of Data Collection

According to Sugiyono (2018), the technique of collecting data is the main step in research because the main purpose of research is to collect data. If the writer does not know the technique of collecting data, the writer will not get data that meets the standard.

The instrument of this research was the questionnaire. These were distributed to students and are referenced to determine teachers' and students' perceptions toward the use of Google forms for English language testing.

In collecting the data of the research, questioner used to be the instrument to obtain data. According to (Sugiyono, 2018:124) a questionnaire is a data collection carried out by giving written agreement to the respondent to ask questions he answered. This questionnaire is an efficient data collection technique when the writer knows with certainty the variables to be measured and knows

what can be expected of the respondents. Questionnaires are used to obtain data. In this study, questionnaires given to students containing questions or statements describe the teachers' and students' perception toward the use of Google Forms as English test media.

Test process include in several stage, the first stage is preparation, according to Darmianti (2007) preparation stage namely planning, consist of determine the test aspects and time of test, second stage is implementation, called measurement or data collected, the third stage is scoring and feedback is test result and feedback of evaluation.

Base on the explanation, questionnaire contains statement learning evaluation stage, consist of preparation stage, implementation stage, result processing stage, feedback stage. The Indicator use to measure the teachers' and students' perception toward the use of Google form as a test media.

Table 2. Questioner indicator		
Teachers' questioner		
No.	Indicator	Item number
1	Preparation	1 (create a Google account) 2,3,4,5 (inputting Writing, Speaking, Reading and listening questions) 6 (inputting various form of question) 7 (check students' readiness)

2	Implementation	8 (share question link)
		9, 10 (supervise and determine test time)
3	Evaluation	11, 12 (provide feedback and process students scores)

Students' questioner

No.	Indicator	Item Number
1	Preparation	1 (Create Google form account)
		2 (understand question instruction)
2	Implementation	3, 4 (access test link)
		5, 6, 7, 8, 9 (finish listening, speaking, writing, and reading test)
		9 (finish various test)
		10 (cheating on the test)
		11, 12 (test time)
3	Evaluation	13, 15 (result test)
		14 (getting a higher scores)

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E. Technique of Data Analysis

As previously explained, questionnaire statements are in the form of a Likert scale, divided into categories from one to three, namely easy, normal, and hard. In this research, the writer used the technique of data analysis with descriptive statistics and calculated to find out the perception by the result of the index percentage of each indicator. Then the data was interpreted using interpretation scores as proposed by Sugiyono (2011).

The results of the teachers' and students' perception measurements were presented in the form of a frequency distribution of responses and percentages based on 3 categories of overall teachers' and student perception.

Table 3. Alternative Answers With Likert Scale Alternative	
Easy	3
Normal	2
Hard	1

Descriptive analysis is used to describe a situation or the nature of the data from each respective variable of the study. The descriptive analysis of data research includes percentage and mean.

1. The mean is used to find the average value of the total score of all the answers given by the respondents, which are arranged in the distribution of the data. The means formula is as follows:

Information:

$$m = \frac{\Sigma X}{n}$$

M = Mean

ΣX = sum of all data point

N = number of data point

2. Percentage, To calculate the percentage of each item in the questionnaire, the author uses percentage analysis with the formula:

$$P = \frac{F}{N} \times 100\%$$

Information:

P   : Percentage figures

F   : Frequency being searched for percentage

Percentage N   : Number of respondent 100% constant number

3. Deviation Standard

The deviation standard is a statistical value used to determine how distributed the data is in the sample and how close the individual data points are to the mean – or mean – of the sample values. The ratings of teachers' and students' perceptions through the questionnaire are presented in the table below.

Table 4. Rating score of responses through the questioner	
Range	Category
67% - 100%	Easy
34% - 66%	Normal
0% - 33%	Hard
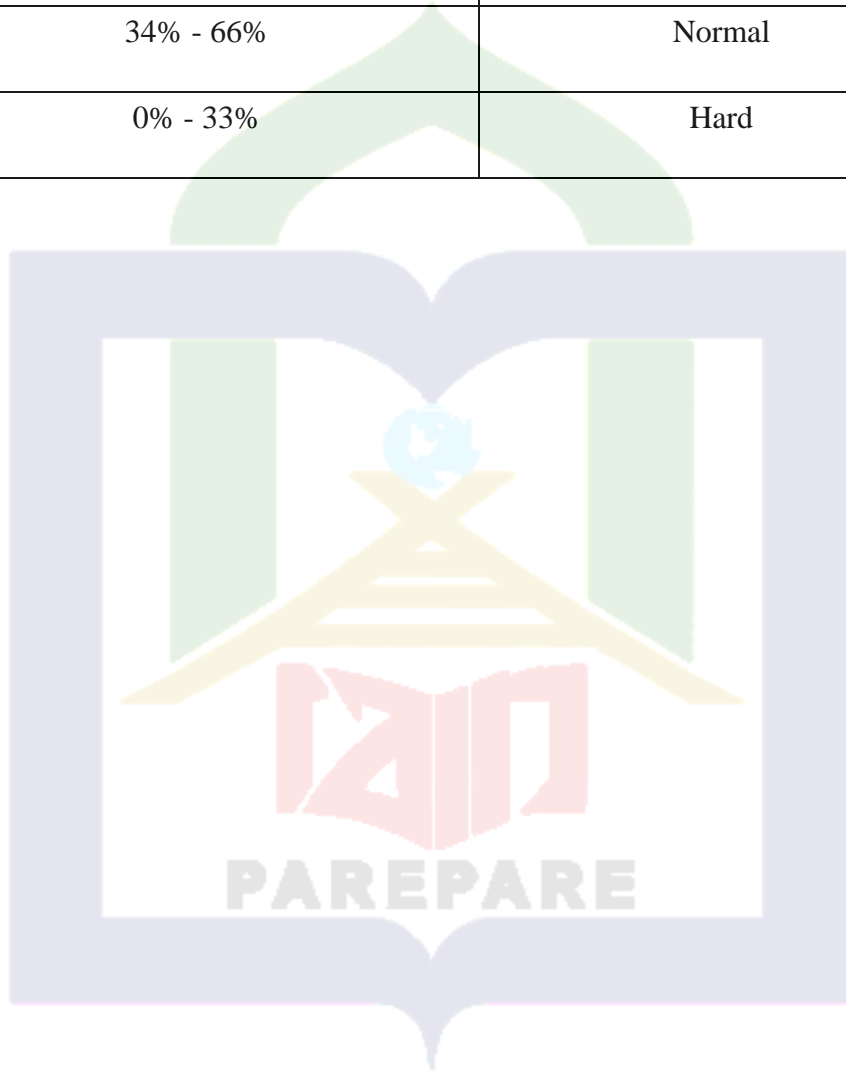
CHAPTER IV
FINDINGS AND DISCUSSIONS

A. Findings

1. Teacher's Perception toward the Use of Google Form as English Test Media

The analysis was conducted to describe teachers' perceptions toward the use of Google Form as an English test media. The instrument of the research used 3 main aspects, namely the preparation, implementation, and evaluation.

The preparation stage consists of creating a Google form account, inputting questions in the form of speaking, writing, and reading, and inputting various types of tests related to English material. The implementation stage consists of a test process, among them checking the student's readiness, sharing question links, and time management of test processing. The evaluation stages focus on teachers' feedback and the students' scoring process.

Descriptive analysis showed the distribution of data research, it provided a general description of the findings. Therefore, the descriptive analysis is indicated by the maximum, minimum, mean, and median score of the data. The results of the analysis are presented in the table as follows:

item number	the number of teachers' perceptions in the easy category	the number of teachers' perceptions in the normal category	the number of teachers' perceptions in the hard category
Table 5. Distribution the result of teachers' perception toward the use of Google form as English language test media			
Preparation stage			
1 Create Google account	3	0	0
2 Inputting listening question with Google form	1	2	0
3 Inputting speaking question with Google form	2	1	0
4 Inputting reading question with Google form	2	1	0
5 Inputting writing question with Google Form	2	1	0
6 Inputting various form test with Google form	0	3	0
7 Check Students readiness to do the test	2	1	0

Implementation stage			
8 Share question link	3	0	0
9 Control test process	0	3	0
10 Set test time	3	0	0
Evaluation stage			
11 Give feedback for students test result	2	1	0
12 Scoring process	2	1	0
Total	22	14	0

The table above is the result of the teachers' response to the use of Google form as an English test media. The number of teachers who became the research sample was three. As explained before, the instruments of the research consist of 3 indicators, namely preparation, (7 items), implementation (3 items), and evaluation (2 items).

All teacher responses on the questionnaire were in the easy and normal categories. In item 1, all teachers are in the easy category, in item 2, two teachers are in the normal category and one teacher is in the easy category; in items 3, 4, and 5, and in item 7, two teachers are in the easy category and one

teacher is in the normal category; and in item 6, two teachers are in the easy category and one teacher is in the normal category.

Items 8, 9, and 10 are items in the implementation stage. The results of the teachers' responses show that in items 8 and 10, all teacher responses are in the easy category; different responses are shown in item 9, and all teachers are in the normal category.

In items 11 and 12, two teachers are in the easy category, and one teacher is in the normal category. Based on the data above, the results of the teacher's responses to all items on the questionnaire are shown in the table below.

Table 6. Distribution of teachers' perceptions toward the use of Google Forms as

English Test Media

Maximal score	Mean	Percentage	Category
36	31	87%	Easy

Table 6 showed the overall result of teachers' responses toward the use of Google form as an English test media. As explained before, the instruments of the research consist of 3 indicators, namely preparation (7 items), implementation (3 items), and evaluation (2 items). The maximum score for the overall item was 36. Teachers' responses in Table 6 showed that most of the teachers' responses were 87% in the easy category.

a. Teacher's perception toward the Use of Google Forms as English Test Media at preparation Stage

The first indicator in the research was preparation, preparation stage consists of seven items, among them creating a Google form account, inputting writing, listening, speaking, and reading questions, and inputting various English question forms. And check students' readiness. Base on data in table 1, the category for teachers' responses in the preparation stage was presented in Table 7.

Table 7. Distribution of Teachers' perception toward the use of Google Form as English Test Media at the Preparation Stage

Maximal score	Item number	Total score	Percentage	Category
9	1 Create Google account	9	100%	Easy
	2 Inputting listening question with Google form	7	78%	Easy
	3 Inputting speaking question with Google form	8	88%	Easy
	4	8	88%	Easy

	Inputting reading question with Google form			
	5 Inputting writing question with Google Form	8	88%	Easy
	6 Inputting various form test with Google form	6	66%	Neutral
	7 Check Students readiness to do the test	8	88%	Easy

Table 7 showed the result of teachers' responses at the preparation stage, the maximal score in every item was 9, for item 1 100% of teachers respond in the easy category to create goggle account,

The same result showed in item 2, 78% of respond in easy category, for item 3, 4, and 5 were 88% of teacher respond in easy category, and for item 6, 66% of teachers' respond in the easy category, item 7 showed that 88% of teachers' respond in the easy category. The distribution of the teacher's responses can be seen in Figure 7 below.
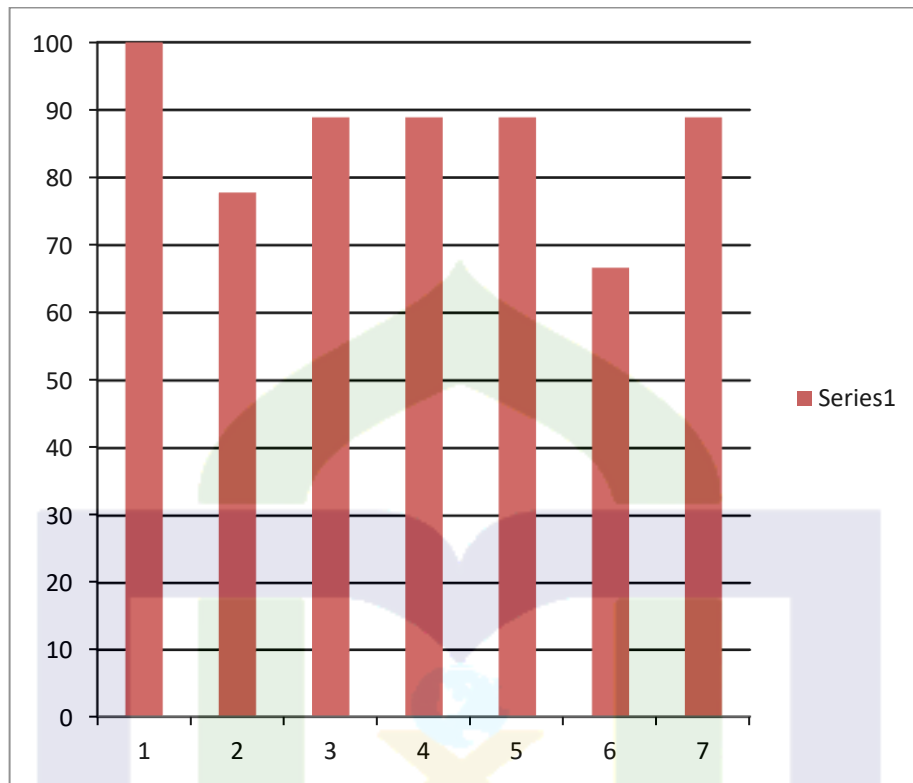
Figure 7. Teachers' perception Diagrams in Preparation Stage.

Figure 7 shows the teacher's response during the preparation indicator. The diagram falls between the 66% to 100% range, indicating that the teacher's perception during the preparation stage fell into the category of normal and simple.

b. Teachers' perception toward the use of Google form for English test media at Implementation Stage.

The second indicator was the implementation, consist of 3 items, among other share question links, take control and determine the duration of English tests. Base on data in table 5 Category for teachers' respond was presented in Table 8.

Table 8. Distribution of Teachers' perception toward the use of Google

Form as English Test Media at the implementation Stage

Maximal score	Item number	Total score	Percentage	Category
9	8 Share question link	9	100%	Easy
	9 Control test process	6	66%	Neutral
	10 Set test time	9	100%	Easy

Table 8 showed the result of teachers' responses at the implementation stage, items 8 and 10 were 100% of teachers responded for share question link and determining English language test duration in the easy category, and item 9 66% of teachers' respond for control test process in the neutral category.

Most of the teachers in the implementation stage were already in the easy category. Therefore, it can be stated that most teachers have understood the use of Google forms to prepare students, share question links, take control and determine the duration of time for English tests. The distribution of the teacher's response at the implementation stage can be seen in Figure 2 below.
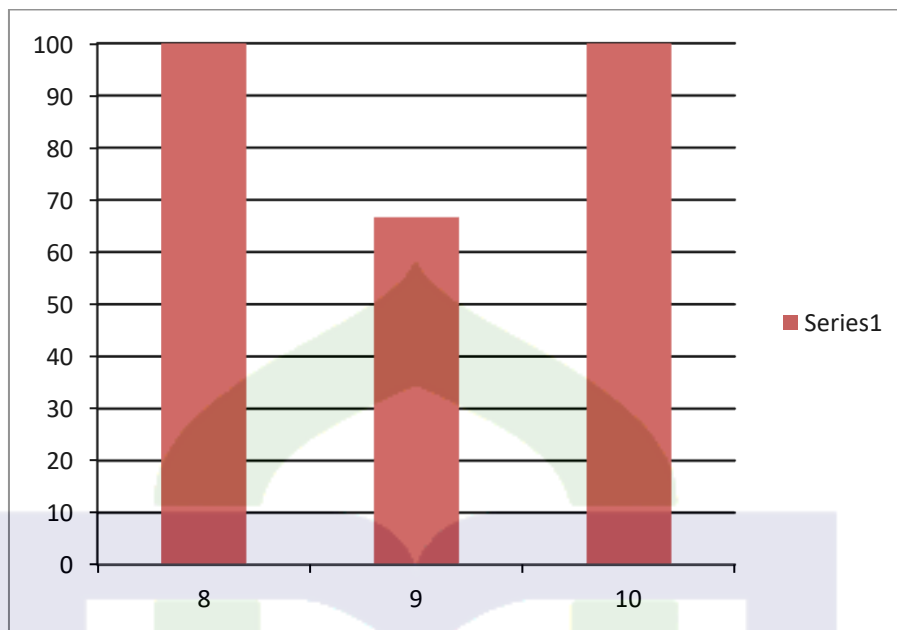
Figure 8: Teachers' perception diagrams toward the use of Google form

for English Test in Implementation Stage.

The teacher's reaction to using a Google form as a test medium during the implementation stage is shown in Figure 2. According to the information in the diagram, the category cap at the implementation stage is 66% to 100%.

c. Teachers' perception toward the use of Google form for English test media at the evaluation stage.

The evaluation stage consists of 2 items among other teachers' responses and the students' scoring process. The results of teachers' responses at the evaluation stage are presented in table 9.

Table 9. Distribution of teachers' perception toward the use of Google form as a

English test media at evaluation Stage

Maximal score	Item number	Total score	percentage	Category
9	11 Give feedback for students test result	8	88%	Easy
	12 Scoring process	8	88%	Easy

The result of the teacher's response showed all items in the evaluation stage were 88% of the teachers' responses were in the easy category, most of teachers' stated that easy to give feed bank and scoring students' test result. The distribution of teachers' responses at the evaluation stage is presented in the figure below.
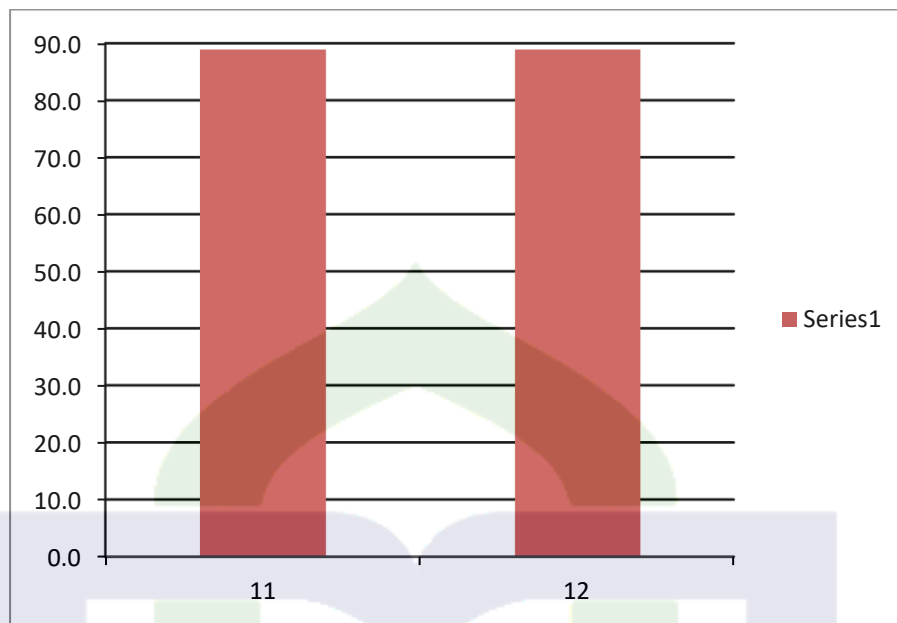
Figure 9. Teachers' perception diagrams toward the use of Google form

for English Test in the evaluation Stage.

The diagram above shows the percentage of teacher perceptions at the evaluation stage, based on the data in the diagram it can be concluded that the teacher's response to all items on the evaluation stage was 88%.

2. Students' Perceptions toward the use of Google Forms as an English Test Media

Further tests were carried out to find out about students' perception of toward the use of Google form as English test media. The instrument consists of 3 indicators, namely the preparation stage, the implementation stage, and the evaluation stage.

The analysis was conducted to describe students' perception toward the use of Google Form as English test media. The preparation stage consists

of make and understands test work, the implementation stage consists of test process, and the evaluation stages focus on students' feedback from. The results of the students' respond presented in table 10.

Table 10. Distribution the result of students' perception toward Google form as English language test media			
item number	the number of students' perceptions in the easy category	the number of students' perceptions in the normal category	the number of students' perceptions in the hard category
Preparation stage			
1 create Google account	33	76	24
2 Understand question instruction	45	72	16
Implementation stage			
3 Access question link	57	56	18
4 Access question link use Hp or Laptop	46	60	27

5 perform a listening test using the Google form media	39	71	23
6 Perform a Speaking test using the Google form media	38	76	19
7 Perform a writing test using the Google form media	38	74	21
8 Perform a reading test using the Google form media	36	69	28
9 Perform a various forms of English tests using Google forms media	39	82	12
10 Cheat during test process	24	77	32
11 Adjusting the time	36	74	23
12	48	60	25

View the remaining working time.			
Evaluation stage			
13 See test result	47	65	21
14 Getting higher score	20	84	29
15 See correct and false answer	37	71	25
Total	583	1067	343

The table above shows the results of data collection on student perceptions of the use of Google form as an English test media. The number of students sampled was 133. To determine student perceptions, the questionnaire was divided into three indicators: preparation, consisting of two items focused on creating a Google account and understanding question instructions.

The second indicator was implementation, consisting of 10 items, doing listening, reading, speaking, and writing tests, doing various forms of tests, cheating, adjusting time, and seeing the remaining time during the test process. The third indicator was evaluation, consisting of three items focusing on seeing test results, seeing true and false answers, and getting high scores by using Google Form in do the tests.

Based on the data in the table above, the preparation indicator, most of the students in Item 1 gave normal responses, a small proportion of students, or as many as 72 students, had hard perceptions, and 33 students had easy perceptions. For item 2, up to 72 students select normal, a small number select hard, up to 16 students select difficult, and the remaining 45 students select easy.

In the implementation indicators for items 3 to 12, most of the students in all the items on the implementation indicators chose normal, a small number of students chose hard, and the rest in all the items on the implementation indicators chose easy.

In the evaluation indicators, items 13 and 15, most students chose normal, and a small part chose difficult, Different results were found in item 14, where most students chose normal, namely 84 students, and a small part, namely 20 students, chose easy, and the remaining 29 students chose hard. Based on the data in the table, students' perceptions of all indicators are described in the table below.

Table 11. Description of students' Perceptions toward the use of Google Forms as English Test Media

Maximal score	Mean	Percentage	Category
45	32	71%	Easy

The table above is the result of students' perceptions of the use of Google Form based on the data in the previous table, overall students' responses toward the use of Google form as a English test media were 32, and maximal was 45. Overall, students' responses to 15 items showed that 71% of students' responses were in the easy category.

a. Students' Perceptions toward the use of Google Form as an English Test Media at preparation stage.

The first indicator, namely the preparation stage, consists of 2 items: creating a Google account and understanding the question work instruction, category for students' responses is presented in Table 12.

.Table 12. Distribution of students' perception toward the use of Google Form as an English Test Media at the Preparation Stage

Maximal score	Item number	Total score	percentage	Category
399	1 create Google account	275	69%	Easy
	2 Understand question instruction	295	74%	Easy

Table 6 showed the result of students' responses at the preparation stage. The result showed that the maximal score of students' responses was 399. For item 1, 69% of students responded in the easy category, and 74% of students responded to item 2 in the easy category. The distribution of students' respond percentage is shown in Figure 4 below.
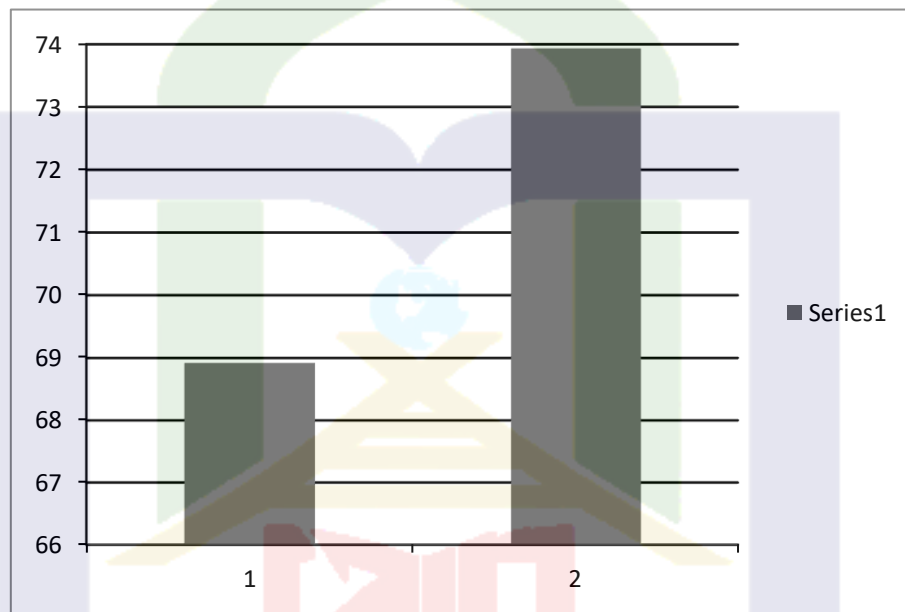
Figure 10. Students' perception Diagrams in the preparation stage.

Figure 10 is a diagram depicting students' perceptions of the preparation indicators, which shows that 74% of students perceive the item understanding the question instructions and 69% perceive creating a Google account.

b. Students' perception toward the use of Google form as an English test media at the implementation stage.

The Implementation stage consists of 10 items to find out students perceptions. 2 items about access questions and 8 related to carrying out the test. Students' perception categories presented in Table 13.

Table 13. Distribution of Students' perception toward the use of Google Form as English Test media at the implementation Stage

Maximal score	Item number	Total score	percentage	Category
399	3 Access question link	305	76%	Easy
	4 Access question link use Hp or Laptop	285	71%	Easy
	5 perform a listening test using the Google form media	282	71%	Easy
	6 Perform a Speaking test using the Google form	285	71%	Easy

	media			
	7 Perform a writing test using the Google form media	283	71%	Easy
	8 Perform a reading test using the Google form media	274	69%	Easy
	9 Perform a various forms of English tests using Google forms media	293	73%	Easy
	10 Cheat during test process	258	65%	Easy
	11 Adjusting the time	279	70%	Easy
	12 View the remaining working time.	289	72%	Easy

Table 7 shows the students' responses at the implementation stage. The analysis results showed the maximal for every item was 399. 76% of students responded to item 3 in the easy category. The same percentage

showed in items 4 to 7 was 71% of students' responses in the easy category, for item 8 was 69% of students' responses in the easy category, then, sequentially, items 12 and 9 were 72% and 73% of students' responses in the easy category, for item 10 65% in the easy category, and item 11 was 70% of students' responses in the easy category. The distribution of students' perception is shown in Figure 11 below.

Figure 11. Students' perception diagram in the Implementation Stage toward the use of Google Form as an English Test Media

The picture above shows the percentage diagram of students' perceptions of the use of Google form on the implementation indicators.

The data in the diagram above shows that the percentage of student perceptions on the implementation indicator ranges from 65% to 76%, that the percentage of student perceptions on item 10 is 67%, that the percentage of student perceptions on item 11 is 70%, that items 4 to 7 have the same percentage, namely 71%, and that percentages on items 12 and 9 are 72% and 73%, respectively.

c. Students' perception toward the use of Google Forms as an English Test Media at the evaluation stage.

The evaluation stage consists of 3 items; 2 items about the teachers' feedback and 1 item about the students' score. The category of students' perception at the evaluation stage is shown in Table 14.

Table 14. Distribution of Students' perception toward the use of Google Form as English Test Media at the evaluation Stage

Maximal score	Item number	Total score	percentage	Category
399	13 See test result	292	73%	Easy
	14 Getting higher score	257	64%	Neutral

	15 See correct and false answer	278	70%	Easy

The result of students' responses in the evaluation stage showed the maximal score was 399. Students' responses for item 13 were 73% in the easy category, 64% in the easy category, and 70% of students' responses were in the easy category. The distribution of evaluation stages is shown in Figure 12 below.
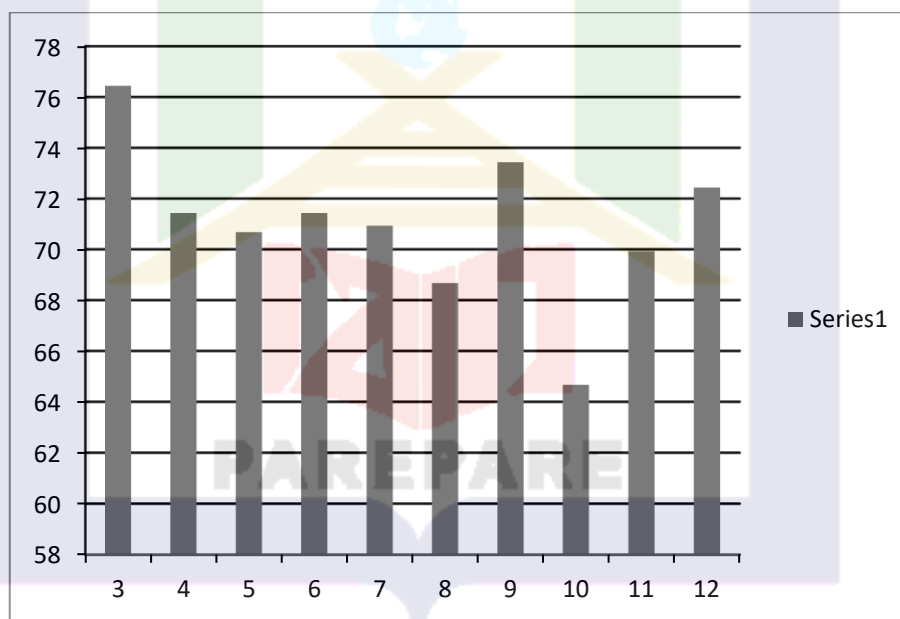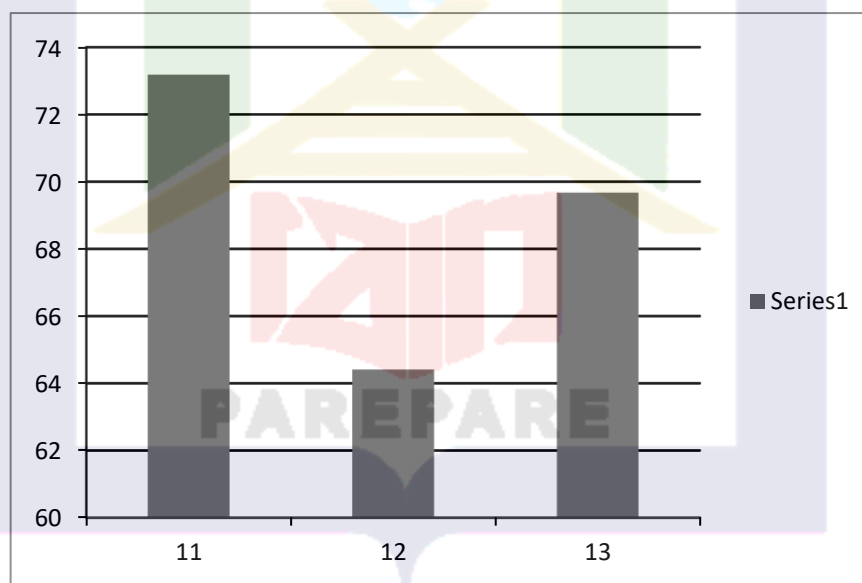

Figure 12. Students' perception diagram in the Evaluation stage toward the use of Google Forms as English Test Media.

The picture above shows the percentage of student perceptions on the evaluation indicator. The diagram shows that the percentage of student perceptions is 64% to73%.

B. Discussion

1. Teacher's' Perception of Using Google Form as an English Test Media

An evaluation is the way to find out a student's ability. Students need to achieve the assessment standards set to measure students' success on the test. Therefore, teachers were expected to develop tests and use various media to conduct tests easily for students to answer questions. The Google Form is one of the media for English tests. Hence, it is important to do research related to the perception of Google Form as media in English tests.

Overall the teachers' response results showed that 87% of teachers' responded in the easy category. Most teachers' have a positive perception toward the use of Google form as an English test media. In other words, in other words, teachers have knowledge about Google Forms, and teachers' able to operate Google form as a test media and use Google form more often as a test media.

The teachers' perception measurement was divided into 3 indicators. The first indicator was the preparation stage for using Google form, 7 items in preparation stage consist of creating a Google form account, inputting listening, speaking, reading, and writing questions, and inputting

various forms of English questions, and check students readiness to do the test.

Teachers' response results in the preparation stage showed that items 1 to 5 and item 7 were in the easy category, while items 6 was in the easy category, base on Teachers' respond result at the preparation stage stated that teachers easy to creating a Google account, and teachers are also able to input speaking, writing, and reading questions and check students readiness to do the test.

The result of the teachers' response showed that most teachers stated that teachers' still have difficulty inputting listening and inputting various forms of English questions.

The difficulty of the teacher in using the Google form at the preparation stage was due to the lack of training related to the use of the Google form. It is in accordance with the research by Mahmudah (2022), which states that 78% of teachers have never attended training on the use of Google Forms to test students. The teacher learns to use Google forms self-taught and asks friends. Fitriyani's research (2021) is also in line with these results, which state that only 37.5% of SD/MI teachers have used the Google Form platform as a learning evaluation medium in Bantul Regency.

The implementation stages consist of three items: sending question links; taking control; and determining the duration of English tests. The results of the teachers' responses showed that items 8 and 10 were in the

easy category. Then item 9 in the neutral category. Most of the teachers understood the use of the Google form at the implementation stage.

The teachers' response results showed that the teacher was difficult in taking control of the test process. The teacher does not understand the methods and techniques of how to control students in the English test process. However, teachers have mastered the stages of implementing the use of Google Forms for English tests.

The result of teachers' responses in the implementation stage showed that teachers were easy to share question links and determine test times in the test process.

The teachers' perception in the implementation stage of the test through the Google form is obtained as a result of the availability of supporting facilities such as wifi and laptops. The entire sample studied already has supporting facilities in the use of Google form media. The results of these interviews are supported by sample responses that already have a Google form account. According to Yuliana (2021), public schools that have standardized supporting facilities for learning will make it easier for teachers to conduct online evaluations. Adequate facilities will assist teachers in the implementation and preparation of student exams, and the results of the assessment can be immediately carried out by the teacher

The evaluation stages consist of two items, among others, feedback after finishing the test and processing student scores through the Google

form. The teacher's response results in the evaluation stage showed that teachers' responses were of all items in the easy category.

These results indicate that most teachers already know the process of giving feedback on student test results through the Google form. Google forms make it easy for teachers to process students' test scores. This is in line with Karollina's (2021) research, which states that the Google form provides convenience to teachers in the assessment stage because teachers do not need to correct students' answers and will immediately display student scores.

2. Students' Perception of Using Google Form as an English Test Media

Students' perceptions Measurement toward the use of Google Form as an English test media will provide information related to students' understanding of the use of Google Form. Overall, students' responses to 15 items showed that 71% of students' responses were in the easy category. Based on the result, it can be stated that most students' have a positive response toward the use of Google form as an English test medium.

Students' perceptions measurement is divided into 3 indicators: preparation, implementation, and evaluation. The preparation stage consists of creating a Google form account and understanding test instructions. The results in the preparation stage showed students' responses to all items in the easy category. Students are able to create a Google form account and understand the instructions.

The results of Anjani's research (2021) stated that students of SDIT Al-Ghazali Palangka Raya did not take long to access the Google form. In addition, the ease of accessing applications that do not require a lot of quota will make it easier for students and their parents during the learning evaluation (Aryanti.2021). Therefore, students will easily understand and use the Google form at the preparation stage due to the ease of students in accessing the internet and using the Google form. However, students have difficulty in creating a Google form account which is marked by a small number of responses on the indicators for creating a Google form account.

The implementation stage consists of 10 items related to the test process. The implementation stage provided information regarding access links by smartphone or laptop; accessing writing, speaking, reading, and listening tests, working on various types of English questions, students' cheating when doing English tests, adjusting the time for processing and time management to answer English questions.

Students' response results showed that students' perceptions related to implementation stage item 3 to 10 in the easy category. These results indicate the students' perception of using Google forms as English test media in the implementation stage was still easy to apply.

Positive results also showed an item of cheating during the test. Student responses showed that students had difficulty cheating when using the Google form. This was because students taking tests used the exam

application to access question links and do the test. Students also find it difficult to answer speaking tests through Google form media.

Students' difficulty answering speaking tests is because students have never done or used the upload feature on the Google form application. This is because students were accustomed to answering multiple-choice and essay questions. Therefore, students have difficulty using features on Google form.

This is in line with research conducted by Sari (2020), which only assessed students' writing, reading, and listening skills. The limited form of questions used was only in the form of multiple choices, short answers, and uploaded answers. The choice models for answering questions provided on the Google form are short answers, paragraph answers, multiple choices, checklists, uploading files, or using a scale (Adelia. 2021).

Further analysis showed students' responses resulted in an evaluation stage. The evaluation stage consisted of 3 items: showing test results; obtaining higher scores, and knowing the correct or incorrect answers to English language questions.

Students' response results in the evaluation stage showed that for items 13 and 15 were in the easy category, then for item 14 in the neutral category, but most students still have difficulty getting a higher score, Students' response results stated that use of Google forms has no impact on increasing students' score. Different perceptions were shown in the test

item. Student responses showed that most of the students could see the test results after finishing the test.

Rahmania's research (2021) showed that students state that exams using Google form media allow students to cheat on other students' answers. In addition, students can also easily access the Google search application to find answers related to questions. Even so, Alharbi (2021) states that the use of Google form media in formative assessment will have a positive impact on learning even though the risk of students cheating will be greater. Therefore, teachers are expected to be able to design systems to reduce interventions that can cause students to cheat.
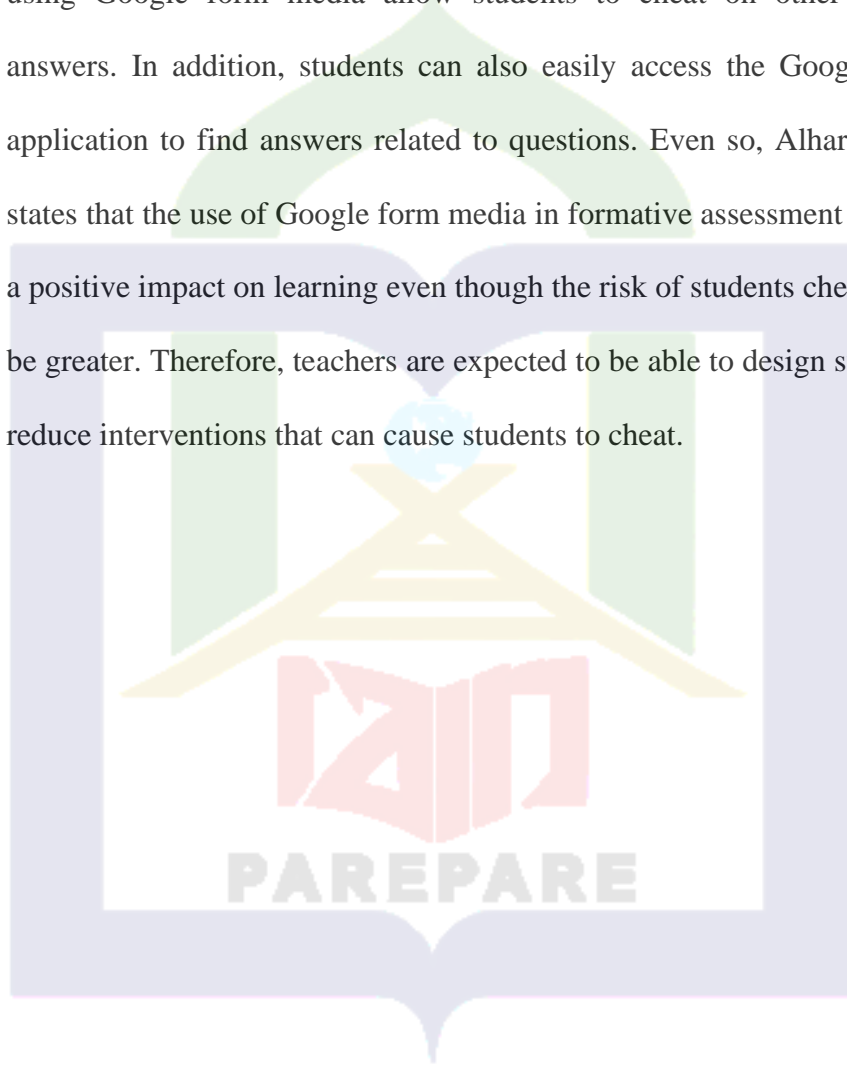
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. There are positive and negative perceptions toward the use of Google form as English tests media. Positive perceptions dominate at the preparation stage. The result showed the teacher mastering the created Google account form, preparing questions for various types of English questions.

   Positive perceptions were also shown at the implementation stage using the Google form. Most of the teachers stated that it was easy to apply the Google form, share the question link, control the test process, and set the time for the questions. In addition, positive perceptions were also shown at the evaluation stage, most of the teachers' mastered giving feedback and processing student scores. There were no teachers with negative perceptions.

2. There are positive and negative perceptions among students towards the use of Google form media for the English test. Positive perceptions were evident during the preparation stage; the majority of students understood how to create an account and understood question instructions.

   Positive perceptions were also shown at the implementation stage. Students find it easy to apply Google forms at the implementation stage. Negative perceptions at the implementation stage were at the speaking test. Students do not know how to answer speaking questions through Google form media. Positive perceptions are also shown at the evaluation stage.

Students understand the importance of checking English test results. In addition, the negative perception showed that the use of Google forms able to get higher test results.

B. Suggestions

1. For teachers, based on the findings of the Google form, it is highly recommended to use the English test for students. Google forms will save processing time and make it easier for students.

   Although, theoretically, the use of Google form media does not improve students' cognitive abilities, it will reduce students' interventions in working on questions. However, the teacher must think of a system that can reduce the possibility of students cheating through other applications.

2. Further writers can develop the same topic by using different research methods to show the characteristics of a sample of teachers and students inferentially. In addition, the use of more samples is expected to provide a significant difference in the descriptive sample.

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APPENDICES

Appendices 1

Questioner for teacher

TEACHERS AND STUDENTS' PERCEPTION TOWARD GOOGLE FORM USE IN ENGLISH LANGUAGE TEST

IDENTITAS RESPONDEN

1. Nama : (boleh tidak diisi)
2. Jenis kelamin : L/P

KETERANGAN

1 = Sulit	3 = Mudah
2 = Sedang	

NO	Indikator	Pertanyaan	M	Sd	S
1	Persiapan	membuat akun google form			
2		Menginput soal listening dengan google form.			
3		Menginput soal speaking dengan google form.			
4		Menginput soal reading dengan google form			
5		Menginput soal writing dengan google form.			
6		Menginput berbagai bentuk soal bahasa Inggris melalui google form.			
7		Memeriksa kesiapan siswa mengikuti tes dengan google form.			
8	Proses pelaksanaan Tes bahasa Inggris dengan menggunakan	mengirim link soal kapan dan dimana saja melalui Hp maupun laptop.			
9		mengawasi pengerjaan soal melalui			

	google form	google form.			
10		mengatur waktu pengerjaan soal melalui google form.			
11	Penilaian	memberikan feedback setelah pengerjaan soal.			
12		mengolah penilaian siswa melalui google form			

Appendices 2

Quesioner for student

TEACHERS' AND STUDENTS' PERCEPTION TOWARD GOOGLE FORM USE IN ENGLISH LANGUAGE TEST

IDENTITAS RESPONDEN

1. Nama : (boleh tidak diisi)
2. Jenis kelamin : L/P

KETERANGAN

1 = Sulit	3 = Mudah
2 = Sedang	

NO	Indikator	Pertanyaan	M	Sd	S
1	Persiapan	mendaftar atau membuat akun di Google form.			
2		memahami panduan pengerjaan soal melalui Goggle form			
3	Proses pelaksanaan Tes bahasa Inggris dengan menggunakan google form	mengakses soal melalui link yang di berikan oleh guru dengan menggunakan Google form.			
4		Mengakses link soal dengan menggunakan HP maupun laptop			
5		Mengerjakan Soal listening dengan baik melalui Google form.			
6		mengerjakan soal speaking melalui google form dengan baik.			
7		Saya mampu mengerjakan soal writing dengan baik melalui google form			
8		mengerjakan soal reading dengan baik melalui google form.			
9		Mengerjakan berbagai bentuk soal bahasa inggris dengan baik melalui			

3

		google form.			
10		Menyontek pada saat mengerjakan tes menggunakan google form			
11		Menyesuaikan waktu pengerjaan soal			
12		Melihat sisa waktu pengerjaan			
13		melihat hasil ujian melalui google form.			
14	Penilaian	Memperoleh nilai yang lebih tinggi			
15		Mengetahui jawaban benar dan salah			
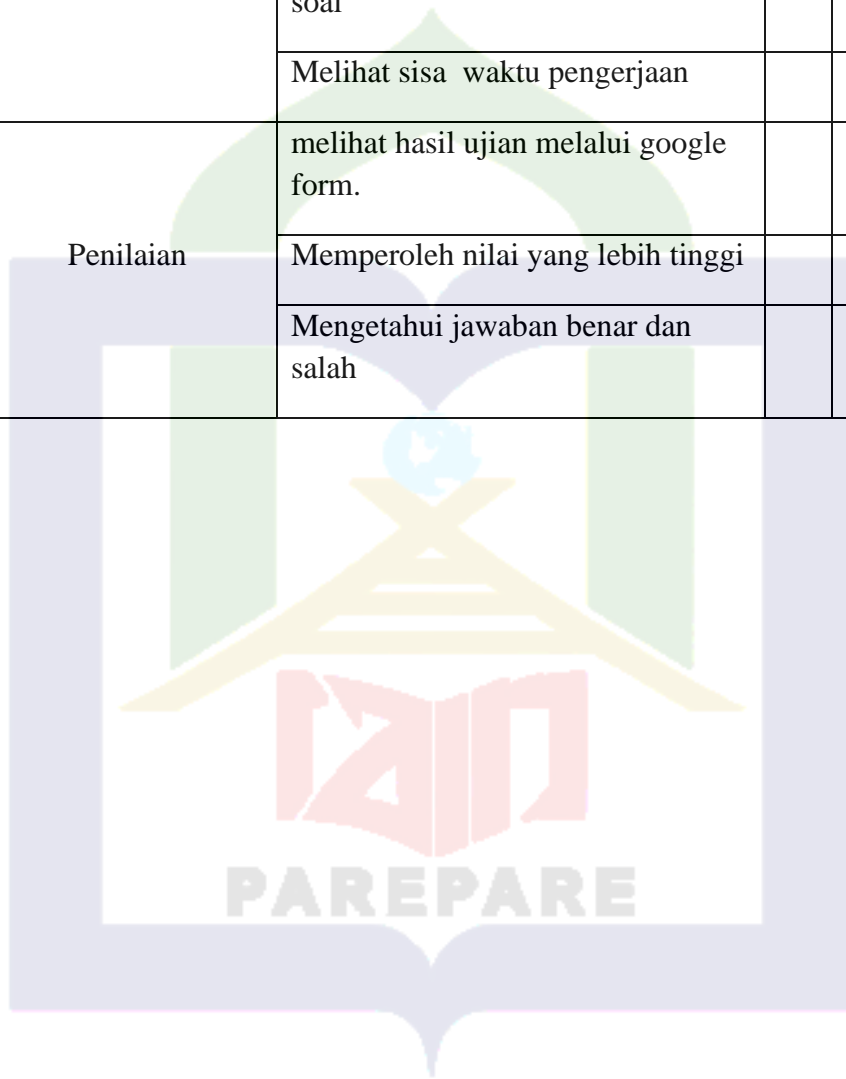
Appendices 3

Table responds of teachers' questioner

	persiapan						pelaksanaan				penilaian	
	1	2	3	4	5	6	7	8	9	10	11	12
Nama (Boleh tidak di isi)	Membuat akun google form	Menginput soal listening menggunakan google form	Menginput soal speaking menggunakan google form	Menginput soal writing menggunakan google form	Menginput soal reading dengan google form	Menginput berbagai bentuk soal bahasa Inggris melalui google form	Memeriksa kesiapan siswa mengikuti tes dengan google form	Mengirim link melalui hp maupun laptop	Mengawasi pengerjaan soal melalui google form	Mengatur waktu pengerjaan soal menggunakan google form	Memberikan feedback setelah pengerjaan soal	Mengolah nilai siswa melalui google form
Teacher 1	3	2	3	3	3	2	3	3	2	3	2	2
Teacher 2	3	3	3	3	3	2	2	3	2	3	3	3
Teacher 3	3	2	2	2	2	2	3	3	2	3	3	3

Table responds of students' questioner

No	Kelas	Persiapan		pelaksanaan										Penilaian		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
		mendaftar atau membuat akun di google form	Memahami panduan pengerjan soal melalui google form	Mengakses link soal melalui google form	Mengakses link soal menggunakan HP maupun laptop	Mengerjakan soal listening melalui google form	Mengerjakan soal reading melalui google form	Mengerjakan soal writing melalui google form	Mengerjakan soal speaking melalui google form	Mengerjakan berbagai bentuk soal melalui google form	Menyontek pada saat pelaksanaan tes	Menyesuaikan waktu pengerjaan soal melalui google form	Melihat sisa waktu pengerjaan soal.	Melihat hasil ujian melalui google form	Memperoleh nilai yang lebih tinggi	Mengetahui jawaban benar dan salah
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	XII MIPA 1	2	2	2	2	1	2	2	2	2	2	1	2	3	2	2
2	XII MIPA 1	2	2	3	2	2	2	2	1	2	1	2	3	2	2	2
3	XII MIPA 1	2	3	2	3	2	3	3	2	2	2	1	1	2	2	2
4	XII MIPA 1	2	3	3	3	3	3	3	3	3	3	3	3	3	1	3
5	XII MIPA 1	1	2	2	2	1	1	1	1	2	2	2	2	2	1	2
6	XII MIPA 1	1	1	2	2	1	2	2	1	2	3	1	2	2	1	2
7	XII MIPA 1	2	2	3	2	2	2	2	2	2	1	3	3	3	2	2
8	XII MIPA 1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
9	XII MIPA 1	2	2	3	2	3	3	3	3	1	3	2	3	3	1	2
10	XII MIPA 1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1
11	XII MIPA 1	2	2	2	2	2	2	3	3	2	2	2	2	2	2	3
1	XII	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

2	MIPA 1														
13	XII MIPA 1	2	2	2	2	2	2	2	1	2	1	1	2	2	2	2
14	XII MIPA 1	2	2	3	3	2	1	2	2	3	1	1	2	3	2	2
15	XII MIPA 1	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2
16	XII MIPA 1	3	2	3	3	1	2	1	1	2	2	1	3	3	2	2
17	XII MIPA 1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
18	XII MIPA 1	2	2	3	2	3	3	3	3	1	3	2	3	3	1	2
19	XII MIPA 1	3	2	3	3	2	3	2	2	2	3	2	1	3	2	2
20	XII MIPA 1	3	2	3	3	2	3	2	2	3	3	2	2	3	3	2
21	XII MIPA 1	3	3	3	3	3	3	3	2	3	2	2	2	3	1	1
22	XII MIPA 1	2	2	2	2	2	2	1	2	2	2	2	2	2	1	1
23	XII MIPA 1	2	2	3	3	2	2	2	2	3	2	2	2	2	2	2
24	XII MIPA 1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
25	XII MIPA 1	3	3	3	3	2	2	2	2	3	1	3	3	3	3	3
26	XII MIPA 1	2	1	3	1	2	2	2	1	1	3	3	3	3	1	2
27	XII MIPA 1	1	1	2	3	3	2	1	2	1	3	3	3	3	2	2
28	XII MIPA 1	2	2	1	1	2	2	2	2	2	2	3	2	2	2	2

3

No	Kelas															
29	XII MIPA 1	2	3	3	3	2	2	3	3	3	2	2	3	2	2	3
30	XII MIPA 1	1	2	1	1	3	2	2	3	2	2	1	1	1	2	2
1	XII MIPA 2	1	1	1	1	3	1	3	3	2	2	1	1	1	2	1
2	XII MIPA 2	3	2	3	3	1	2	2	1	1	1	2	3	2	1	2
3	XII MIPA 2	3	3	3	3	2	2	2	2	2	1	3	3	3	2	2
4	XII MIPA 2	3	3	3	3	2	3	2	2	3	1	2	2	2	2	3
5	XII MIPA 2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
6	XII MIPA 2	2	2	2	3	2	2	2	2	3	1	2	1	3	2	2
7	XII MIPA 2	2	3	3	3	2	3	3	3	2	2	3	3	3	3	3
8	XII MIPA 2	2	3	2	3	1	3	2	3	2	2	2	2	1	2	1
9	XII MIPA 2	2	1	2	1	3	3	2	1	3	3	2	1	1	2	3
10	XII MIPA 2	2	3	3	1	2	1	3	1	2	3	2	3	2	3	1
11	XII MIPA 2	2	3	1	2	1	3	3	2	2	3	2	3	3	2	3
12	XII MIPA 2	2	3	2	1	3	2	1	3	2	3	2	1	2	1	3
13	XII MIPA 2	2	3	2	1	3	2	3	1	2	3	1	2	2	3	1
14	XII MIPA 2	2	1	2	1	3	2	1	3	2	3	2	1	3	2	3
15	XII MIPA 2	3	1	2	3	2	3	2	3	3	2	2	3	1	3	3
16	XII MIPA 2	2	3	2	1	3	3	2	2	2	1	2	2	2	3	3

No	Kelas															
17	XII MIPA 2	2	3	3	2	2	2	2	1	3	1	3	2	1	2	2
18	XII MIPA 2	1	2	3	2	1	2	3	1	2	1	3	2	2	1	3
19	XII MIPA 2	3	2	3	2	2	2	1	1	3	2	2	2	3	2	1
20	XII MIPA 2	1	2	1	1	3	1	1	3	2	2	1	1	1	2	2
21	XII MIPA 2	1	2	1	1	3	2	1	3	2	2	1	1	1	2	1
22	XII MIPA 2	3	3	3	3	2	2	2	2	2	2	3	2	3	2	3
23	XII MIPA 2	1	2	1	3	1	1	1	2	2	1	3	3	3	3	3
24	XII MIPA 2	2	3	2	2	1	2	3	1	2	1	1	3	2	1	1
25	XII MIPA 2	3	3	3	2	2	2	1	3	2	2	2	2	2	3	3
26	XII MIPA 2	2	2	2	3	2	2	2	2	2	2	2	2	3	2	3
27	XII MIPA 2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
28	XII MIPA 2	1	1	3	1	1	1	2	2	2	2	2	2	2	1	2
1	XII MIPA 3	2	2	3	3	3	3	3	3	3	1	3	2	2	2	2
2	XII MIPA 3	2	2	2	2	1	2	2	1	2	2	2	2	2	2	2
3	XII MIPA 3	2	2	3	2	1	1	2	2	2	1	1	2	1	1	1
4	XII MIPA 3	3	3	3	3	2	3	3	2	3	2	2	1	2	2	3
5	XII MIPA 3	2	2	1	1	1	2	2	1	2	2	2	2	3	2	2
6	XII MIPA 3	3	3	3	2	2	2	2	2	2	2	2	3	3	2	1

No	Kelas															
7	XII MIPA 3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
8	XII MIPA 3	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2
9	XII MIPA 3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
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11	XII MIPA 3	2	1	2	1	2	2	2	1	2	2	2	2	2	1	2
12	XII MIPA 3	1	2	2	2	2	2	2	2	2	2	2	2	3	1	2
13	XII MIPA 3	3	3	3	3	3	3	2	2	2	1	3	3	3	3	3
14	XII MIPA 3	2	1	2	1	2	2	2	2	2	2	2	2	2	1	2
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16	XII MIPA 3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
17	XII MIPA 3	3	2	3	2	2	2	2	2	2	2	2	2	2	2	2
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19	XII MIPA 3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	2
20	XII MIPA 3	3	3	3	3	2	3	2	2	2	1	3	3	3	2	1
21	XII MIPA 3	3	3	3	3	2	3	2	2	2	1	3	3	3	2	3
22	XII MIPA 3	2	2	2	1	1	1	1	1	1	2	2	2	1	3	2
23	XII MIPA 3	2	2	2	2	2	2	1	1	2	2	2	2	2	2	2

No	Kelas														
24	XII MIPA 3	1	2	1	1	2	2	1	2	2	2	1	3	1	1	2
25	XII MIPA 3	1	2	3	1	2	1	2	2	2	3	2	1	3	1	2
26	XII MIPA 3	2	3	3	3	2	3	3	2	2	2	2	2	2	2	2
27	XII MIPA 3	2	3	3	2	2	2	2	2	3	2	2	3	3	2	2
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29	XII MIPA 3	3	2	3	2	2	2	2	2	2	1	3	3	2	2	2
1	XII IPS 1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
2	XII IPS 1	2	2	3	3	3	3	3	3	3	1	3	3	2	2	2
3	XII IPS 1	2	1	3	3	2	1	2	2	2	1	3	2	2	1	2
4	XII IPS 1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
5	XII IPS 1	3	3	3	2	1	3	2	1	2	2	2	2	2	2	2
6	XII IPS 1	2	2	2	2	3	2	2	1	3	2	3	3	2	2	2
7	XII IPS 1	1	2	1	1	1	1	1	2	3	2	2	2	1	1	1
8	XII IPS 1	2	3	3	3	3	3	3	3	3	3	2	3	3	2	2
9	XII IPS 1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
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11	XII IPS 1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
12	XII IPS 1	3	3	2	2	2	2	3	3	3	1	2	3	2	2	2

13	XII IPS 1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
14	XII IPS 1	3	3	3	2	3	3	3	3	3	2	3	3	1	3	3
15	XII IPS 1	1	2	3	3	3	3	3	3	3	1	3	3	3	3	3
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17	XII IPS 1	2	2	2	2	2	2	2	2	2	2	2	2	2	1	3
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20	XII MIPA 1	1	2	1	1	3	2	2	3	2	2	1	1	1	2	2
1	XII IPS 2	3	3	3	3	3	3	3	3	3	3	3	3	3	1	2
2	XII IPS 2	3	2	2	3	2	2	1	1	3	1	1	1	1	1	2
3	XII IPS 2	2	2	3	3	1	1	3	1	2	2	1	3	1	1	2
4	XII IPS 2	2	3	3	2	2	3	2	2	2	2	3	2	2	1	1
5	XII IPS 2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
6	XII IPS 2	2	2	2	3	3	2	2	2	3	3	2	3	2	1	1
7	XII IPS 2	2	1	1	2	3	1	2	3	1	2	3	1	3	2	1
8	XII IPS 2	2	3	2	3	1	2	3	2	1	2	3	1	2	3	1
9	XII IPS 2	1	2	2	3	2	3	1	3	2	1	3	1	3	2	3
10	XII IPS 2	2	3	2	2	2	3	3	2	3	2	3	3	2	3	3

No	Kelas															
11	XII IPS 2	3	2	2	1	3	2	3	1	3	2	3	1	2	1	3
12	XII IPS 2	2	3	3	2	2	1	3	2	2	1	2	2	2	2	2
13	XII IPS 2	1	3	1	3	3	3	3	3	3	1	2	1	2	2	3
14	XII IPS 2	2	2	3	2	2	2	1	2	1	1	2	2	3	2	1
15	XII IPS 2	2	2	2	2	1	2	2	1	2	2	1	3	3	2	1
16	XII IPS 2	1	1	1	2	3	2	2	3	2	2	2	1	1	2	1
17	XII IPS 2	1	1	1	1	3	2	2	2	2	2	1	1	1	2	1
18	XII IPS 2	1	2	2	1	3	1	1	2	1	1	2	3	3	2	1
19	XII IPS 2	3	3	3	2	3	3	3	3	3	1	3	3	3	3	3
20	XII IPS 2	3	3	3	3	3	3	3	2	3	2	3	3	3	2	3
21	XII IPS 2	1	2	2	2	1	1	2	1	3	2	1	1	3	2	1
22	XII MIPA 3	3	2	3	2	3	3	2	3	2	2	3	3	2	3	3
23	XII MIPA 3	2	3	1	2	3	2	3	2	1	3	2	3	1	2	3
24	XII MIPA 3	3	2	2	2	3	2	2	2	3	2	3	2	2	2	2
25	XII MIPA 3	2	3	2	3	2	2	2	3	3	3	2	3	2	2	2
26	XII MIPA 3	2	3	2	3	2	3	2	3	2	3	2	3	2	2	3

Appendices 5

Research permit

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH IV
UPT SMA NEGERI 5 SIDRAP
Alamat / Jalan Poros Soppeng Desa Teppo Kec. Tellu Limpoe Kab. Sidrap Telp. (0421) 3583848 Pos. 91673

Sidenreng Rappang, 21 Februari 2022

SURAT KETERANGAN
No. 072/029-UPT SMA.5/SDR/DISDIK

Yang bertanda tangan di bawah ini:

Nama	:	SYARIFUDDIN, S.Pd.,M.Si
NIP	:	19691231 199301 1 007
Pangkat/golongan	:	Pembina Utama Muda, IV/c
Jabatan	:	Plt. Kepala Sekolah
Unit organisasi	:	SMA Negeri 5 Sidrap

Menerangkan dengan sesungguhnya bahwa:

Nama	:	NURFADILLAH
Unit Lembaga	:	Institut Agama Islam Negeri Parepare
Alamat	:	Jl. Ismail Kel. Pajalele Kec. Tellu Limpoe Kab. Sidrap

Mahasiswa tersebut telah selesai mengadakan penelitian di sekolah kami mulai tanggal 10 s.d 18 Februari 2022, guna memperoleh data yang diperlukan dalam penelitian untuk penyusunan Skripsi yang berjudul **"TEACHERS' AND STUDENTS' PERCEPTION TOWARD THE USE OF GOOGLE FORMS AS ENGLISH LANGUAGE TEST MEDIA".**

Demikian surat keterangan ini disampaikan, untuk digunakan sebagaimana mestinya.

Kepala sekolah,

SYARIFUDDIN, S.Pd.,M.Si
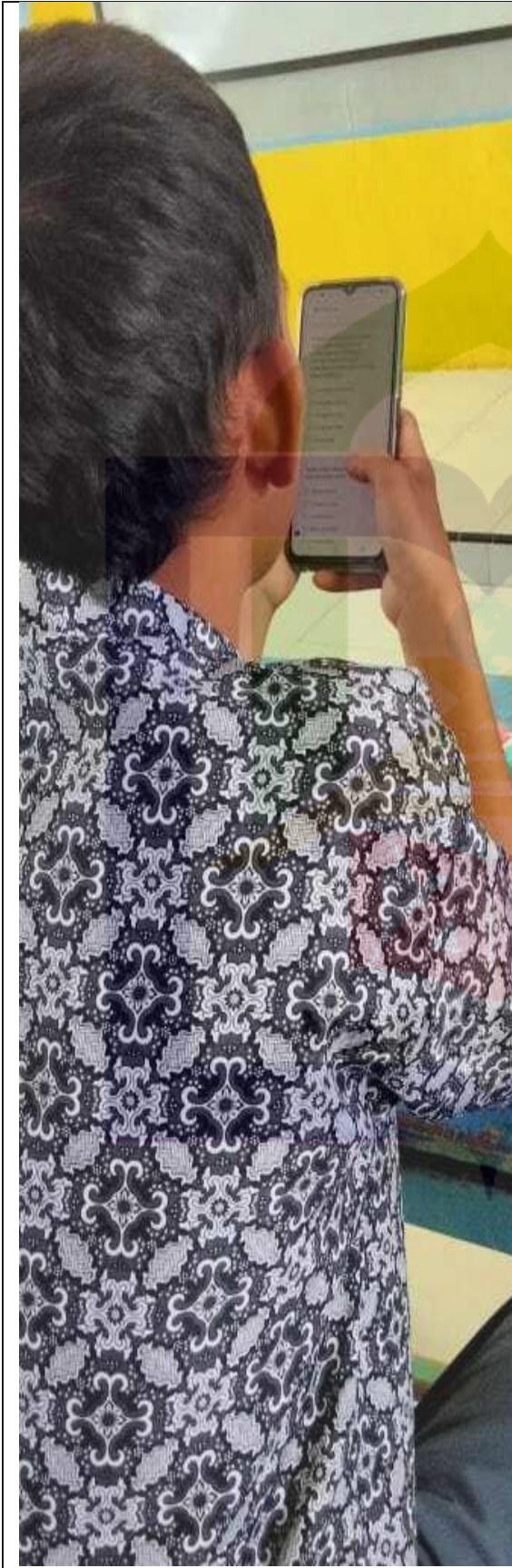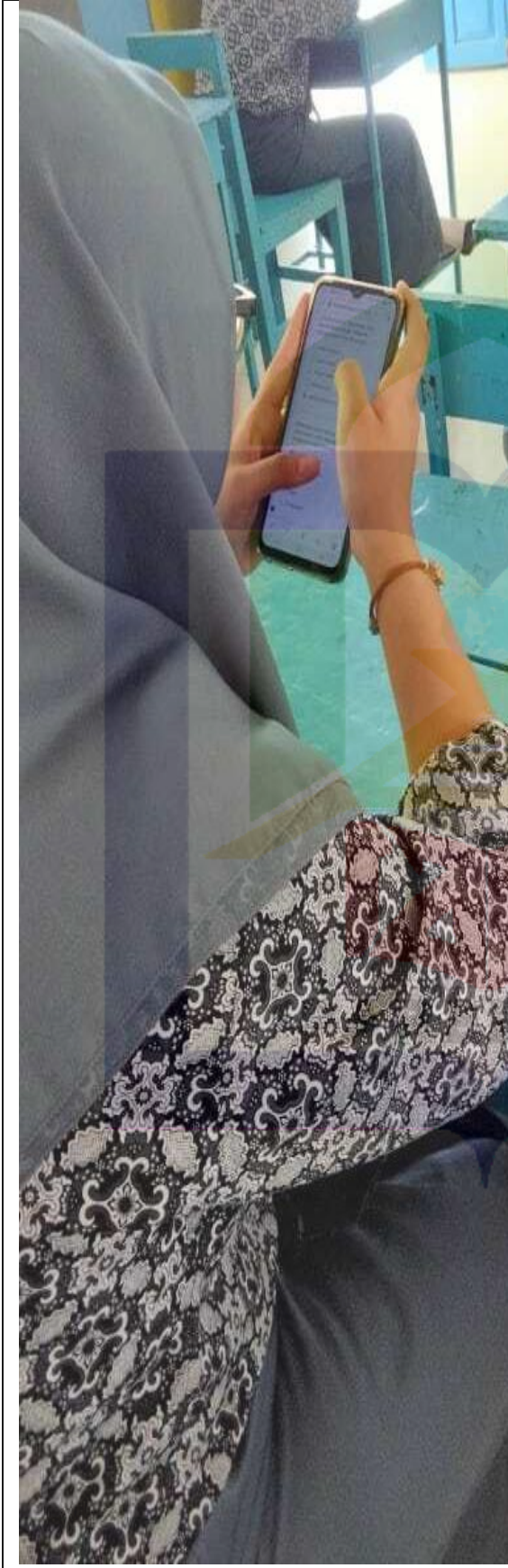Pangkat: Pembina Utama Muda
NIP. 19691231 199301 1 007

Appendices 6

Process of students final test using Google Form.

CURICULUM VITAE

PERSONAL DETAILS

Name	: Nurfadillah
Date of birth	: Ujung Pandang/ 5 September 1993
Reg Number	19.0213.014
Address	SIDRAP
Phone Number	085242201481
E-mail	nurfadillahamox@gmail.com

FORMAL EDUCATION HISTORY

1. SDN 2 Massepe 1998-2004
2. SMP Negeri 1 Tellu Limpoe Tahun 2004-2007
3. SMA Negeri 1 Tellu Limpoe Tahun 2007-2010
4. Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare 2010-2014

JOB EXPERIENCE

1. Teacher in SMPN 2 Tellu Limpoe

PUBLISHED RESEARCH

1. Teachers' and Students' Perception Toward the Use of Google Form as English Test Media.