THE UNIVERSITY STUDENTS’ PERCEPTION OF ONLINE EXAMINATION USING GOOGLE FORM

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Abstract
The growth of ICT facilitates lecturers to assess students’ understanding easily. They could use online tool such as Google form to conduct examination. This study was aimed to find out perception of university students using Google form in their examination. It is a mixed-method research. Quantitative research was conducted to find out the level of the students. While, qualitative research was used to analyze the perception of each level about Google form online examination. The techniques of data collection were test, questionnaire and document analysis. The result showed that the perception of Google form online examination differs from each level of university students. The research implications of this study were as the assessment example of using technology for university students.

Key words: Google Form, Online Examination, University students’ Perception

Abstrak
Badi’atulAzmina, Mar’atusSolihah, &Agung Guritno

penelitian ini adalah sebagai contoh penilaian penggunaan teknologi bagi mahasiswa.

Kata Kunci: Google Form, Tes Online, Persepsi Mahasiswa

INTRODUCTION

Technologies, including telephone, radio, television, computers and internet, have been applied in the teaching and learning process. As stated by Ghasemi&Hashemi (2011, p. 3098) that “in recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings.” Computer and internet do not only used as tools in delivering materials in the classroom but also as assessment tools in evaluating students’ performance.

Meyen, et. al. (2002) propose that various assessments can be done by new technology. E-assessment has been become recent issue regarding its development in evaluating students’ learning (Sebastianelli&Tamimi, 2011). ICT enables educators to evaluate students. It also helps English language learners to evaluate themselves (Ghasemi&Hashemi, 2011). Furthermore, ICTs are possible to be applied in large number of students. The tool helps reducing overloading works of the teachers, because it can automatically calculate the score for objective tests (Ardid et. al., 2014).

Online examination has several terms, including online test, e-assessment, e-examination, online assessment, web-based assessment, and computer based assessment. All of them have the same aspects in using technology and internet in their application. Dr. Onyekalwuchukwu (2014, p. 154) defines electronic examination or e-examination “is basically an examination conducted with the use of information technology especially computers, through the web or the intranet”. It enables lecturer to handle large number of classes, because test and grading are done automatically. It eases the overload work for the lecturer. She investigated the perceptions of university students on e-examination implementation. The result
shows that most students support e-examination. They agree that e-examination encourages them to learn the course materials entirely. Further, they have positive perception toward it because it reduces malpractice done by themselves and the result quickly released. Also, they state that they are forced to learn computer and internet usage, and it is good for them. Computer literacy that they have been gotten before influences these attitudes.

Computer-based assessments surely give advantages in term of setting. Schult, J.et. al. (2017) examine whether complex problem solving performance using computer-based assessment is effected by the setting. The result shows that “it is not immune to setting effects, although the actual difference between the individual online condition and the laboratory group setting is small (2017, p. 519). During the assessment, log files and used time of the students are recorded well.

Otherwise, most of teachers asked about using ICT in the classroom said that there was no significant improvement in learning. “None of them consider that they have proved a revolution in the field of education, in part because computers are used to work in the same way as in traditional teaching. Neither are they in favor of an excessive use of computers in the language classroom because they consider that they interrupt their development and their usual dynamics” (Malagón&Pérez, 2017). Further, Lee (2000 in Ghasemi&Hashemi, 2011, p. 3101) makes list of reasons why ICT is not used in classrooms. According to him, the limitations of using ICT as an educational tool are: financial barriers, availability of computer hardware and software, lack of technical and theoretical knowledge and reluctance to accept the technology.

On the other hand, Gül, Emrah et al. (2015, p. 530) states that “the number of educational software is increasing every day and such software is offered to students’ access. It is essential to pay attention to technological developments also in measurement and evaluation since technology has become integrated with education”. They propose that by using technology, the test report can be done faster, and it will be more economical. The possibility of question leaking is also low. It also gives advantages such as “unbiased scorers” and “controlled test validity”. Also, time to answer questions is also able
to be measured. Although in several studies show that there is no significant difference between paper-based test and online test, it still has a lot of strong points.

Using google form for online examination in this case gives several advantages. One of them is that the result of the test is automatically recorded as students finish the test. As stated by Agrawal & Maurya, 2016 p. 294) that “the results generated from online survey method (google forms) are secure as they are generate in the form of diagrams which cannot be edited. The excel sheet that contains the respondent’s data can be modified but those changes doesn’t reflect in the result diagrams. This makes the resultant diagrams more secure and only shows the actual data filled by the respondents.”

Therefore, there are some disadvantages of using google form. One of them is lack of instructor’s control (Kerka and Wonacott, 2000). Students may do cheating. So that in this study, researcher used time limitation in google form online exam to prevent the cheating. Students will not have time to open the book or ask some else because there was time limit. Online exam design features also need to be considered by the test maker so that it meets both the efficiency of the system as well as the convenience for online examination takers (Karim & Shukur, 2016, p. 241). The availability of stable internet connection also needs to account for (Mansor, 2012, p. 427).

The present study used objective test, multiple choice questionnaires. As investigated by Kim, Smith, &Maeng (2008) that “multiple-choice questionnaires are the predominant form for practical applications of online knowledge assessment”. It was inserted to google form as the platform of the e-assessment. Several studies have been conducted in using Google form (Fransen, J., Kocher, M., &Kempf, J., 2011; Mansor, A. Z., 2012; Agrawal, A., Aurangzeb, M., &Maurya, L. S., 2016). Whereas, research using Google form applied for English examination in Indonesia has not been investigated yet. Since many studies have proven the benefits of using Google form, this research seeks to find answers of the profile of university students’ English examination using Google form and the perceptions of university students’ online examination using
THE UNIVERSITY STUDENTS’ PERCEPTION OF...

Google form. This study used mixed methods including quantitative and qualitative methods. Quantitative method was used to find out university students’ understanding, then categorize them into levels; low, medium, and high. After that, researchers used qualitative method to analyze the perception for each level.

The respondents of this research were students of Islamic University in Indonesia who enrolled Islamic Economy and Business Faculty. They were 94 respondents consisted of 37 male 57 female students. The sampling technique was purposive sampling. Researchers only involved students who took English course in their second semester. Researchers used test, questionnaire and document in collecting the data. The test consisted of 50 questions in multiple choices. It has been validated by the supervisor. The test was conducted online using Google form. The result of the test was collaborated by students’ documents during the course including assignment papers to validate the level of the students. Questionnaire used here was open-ended questionnaire to describe university students’ difficulties on doing online test using Google form.

FINDINGS AND DISCUSSION

The procedures of the research include University students were asked to do online test using Google form. Then, it was automatically calculated the grade. After doing the test, they described the difficulties on doing that test.

Figure 1. Google form for Final Examination
In analyzing the quantitative data in this research, researchers used SPSS software 21 ver. First, researchers calculated normality test to check whether or not the data was normally distributed. Then, researchers categorize the data into three level; low, medium, and high level. Furthermore, in analyzing the qualitative data, the researchers used interactive model data analysis proposed by Miles and Huberman (1994) including data reduction, data display and conclusion drawing/verification.

1. **Profile of university students’ English examination using Google form**

To find out university students’ profile, the researchers checked the normality of the data first.

**Table 1. Normality Test**

<table>
<thead>
<tr>
<th>Case Processing Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

**Descriptives**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Test Score</th>
<th>Statistic</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>84.15</td>
<td>1.198</td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>81.77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper</td>
<td>86.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5% Trimmed Mean</td>
<td>85.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>88.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>134.816</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>11.611</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE UNIVERSITY STUDENTS’ PERCEPTION OF...

<table>
<thead>
<tr>
<th>Interquartile Range</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skewness</td>
<td>-2,206</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>7,035</td>
</tr>
</tbody>
</table>

Tests of Normality

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Test Score</td>
<td>0.172</td>
<td>94</td>
</tr>
</tbody>
</table>

<sup>a</sup> Lilliefors Significance Correction

Because the respondents are 94, more than 50, researchers read the score of Kolmogorov-Smirnov. Because the Sig. in Kolmogorov-Smirnov<sup>a</sup> is 0.000 < 0.05, so the data distribution is not normal. Then, researcher calculates descriptive statistics of the data in order to find out the categorization to each levels.

Table 2. Statistics

<table>
<thead>
<tr>
<th>Test Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
</tr>
<tr>
<td>Missing</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>Median</td>
</tr>
<tr>
<td>Std. Deviation</td>
</tr>
</tbody>
</table>

a. High: X > Mean + SD  
b. Medium: Mean-SD ≤ X ≤ Mean+SD  
c. Low: X < Mean-SD  

From the table, we can see that **High**: 84.15 + 11.611 = 95.761, so there are 7 students with high level of English. Then, for medium is 72.539 ≤ **Medium** ≤ 95.761 so that there are 79 students with medium level of English. At last, **Low** < 84.15 - 11.611, so there are 8 students who have low level of English. Based on this result, researcher analyzes perceptions of students from each level about using Google form in their examination.
2. **How are the perceptions of university students of online examination using Google form?**

a. Low English level students’ perception toward google form online examination

Low English level students (8 students) had different perceptions about online examination using Google form. Two students had problem with internet connection. They said that if the connection was poor, the form needed to be restarted. This way, it made them repeat answering from the start.

“The signal is not stable.” -Student 1-

“The difficulty when I did my online test using google form was the internet connection. Sometimes the signal is in trouble, and the form had gone. So I had to restart from the beginning.” -Student 2-

One of them only said that online examination using Google form was fine and good form for him. Whereas, most of them said that they did not have problem with the technology, but the difficulties were on the vocabulary. They did not understand the meaning of the vocabularies used in the test.

“My difficulty is vocabulary.” -Student 3-

“I don’t really able to understand the meaning of the vocabularies.” -Student 4-

b. Medium English level students’ perception toward google form online examination

Medium level students have various kinds of responses. They concern about grammar, internet connection, test format, vocabulary, time management, content and feedback. The others have no certain difficulty. Some of them also give good response, no difficulty response, mixed reasons, and random comments.

- Grammar

“I don’t really understand the grammar, so I could not answer the questions well.” -Student 5, 6, 7, 8, 9 -

“My difficulty is still in grammar, I must read the book first before answering the questions.” -Student 10-

“I had difficulty in had, has, have, -ed, -es, -ing.” -Student 11-
The others have difficulty in interrogative pronouns, past tense, present continuous tense, prepositions, and complex sentence.

- Internet connection
  Most of students who have difficulty in internet connection give response that they have problem with log in, browser, and low connection.
    "Log in is difficult." -Student 12, 13-
    "The loading is pretty slow." -Student 14-
    "Need stable internet networks." -Student 14, 15, 16, 17, 18, 19, 20, 21, 22-
    "The browser is not supported." -Student 23-

- Test format
  In order to answer the questions, students have to scroll up and down the questions. They have difficulty in doing it.
    "No difficulty, only the organization needs neater." -Student 24-
    "When I want to answer the next question, I have to scroll up to the passage, and it wastes the time." -Student 25, 26, 27-

- Vocabulary
  Students from medium level have difficulty in vocabulary.
    "There are some vocabularies that I do not understand." -Student 28-39-
    "The choice is too similar between one to another so that I feel hesitant to answer." -Student 40-

- Time Management
  Students tend to hurry in answering questions because of the time limitation.
    "I am nervous and afraid of the time's up." -Student 41, 42, 43-
    "I am in hurry in doing the test, because the time is limited while the questions are 50 items." -Student 44-

- Content
  Some students concern about the content of the test.
Badi’atulAzmina, Mar’atusSolihah, &Agung Guritno

“The problem actually has been discussed before, but the high level of complexity requires high accuracy in answering the question.” -Student 45-
“The answer of the multiple choice is almost similar. So the problem is deceiving.” -Student 46-
“So many questions.” -Student 47-

- Feedback
One student states that he needs feedback.
“Need more correction.” -Student 48-

- No certain difficulty
Several students have difficulty but they show uncertainty which part of the test.
“The questions are good enough to make me dizzy.” -Student 49-
“Too difficult just to do the problem and make me a bit difficult to do it.” -Student 50-
“Difficult and uncertain.” -Student 51, 52, 53, 54, 55-

- Good responses
Some of students also show good responses toward google form online examination.
“Good.” -Student 46, 47, 48-
“I am very happy toward this kind of test. Thank you miss” -Student 49-

- No difficulty responses
Two students said they do not have any difficulties in doing google form online examination.
“Nothing is difficult.” -Student 50, 51-

- Mixed reasons
Vocabulary&Grammar
Some students have vocabulary and grammar combined difficulty.
“I'm confuse with interrogative pronouns and vocabulary.”
-Student 52-
“I do not understand about verbs and interrogative pronoun. Difficult to understand vocabulary in the matter,
THE UNIVERSITY STUDENTS' PERCEPTION OF...

differentiate between independent clause and dependent clause, and interrogative pronouns.” -Student 53-
“I don’t understand the sentences and I don’t know the grammar and vocabulary. Grammar and vocab are difficult and too many steps.” -Student 54-
“I find it difficult to understand vocabulary, grammar, and verbs. And distinguish between interrogative pronouns.” -Student 55-

Time&format
One student has time and format combined difficulty.
“I’m less focused in analyzing test, i need to slide it up and down. There is no time. Because I don’t like the games that require speed and I’m very difficult in focus.” -Student 56-

Time&connection
One student has time&connection combined difficulty.
“Time and connection.” -Student 57-

Combination of three factors
Two students have three factors combined difficulty.
“Connection, time and grammar.” -Student 58-
“Connection, vocab and grammar.” -Student 59-

Random comments
Students were asked to describe the difficulty in doing google form online examination. Whereas, some of them give random comments.
“I was very dizzy and hungry.” -Student 60, 61, 62, 63-

c. High English level students’ perception toward google form online examination
Most of the students in high level of English showed their positive responses toward the use of Google form in online examination.
“This exam is amazing.” -Student 64-
“It’s very easy.” -Student, Student 65-
“This quiz (test) is tense, challenging, and needs thorough thinking. This test is very good.” -Student 66, 67 –
Badi’atulAzmina, Mar’atusSolihah, &Agung Guritno

One student comments about the reading passage.

“The passage is too long.” –Student

68 –

One student still has difficulty in vocabulary.

“It is difficult test, because there are some difficult words that I don’t know.” -Student 69-

One student gives random comment. From their responses, it can be concluded that they do not really mind in doing online examination using Google form. They pay attention more on the content and the others give positive responses that this kind of test is good for them.

From the findings, researchers could categorize some responses of students into unrelated to online exam and related to Google form online exam. The first one comes from students’ responses about English skills within the test and the content of the test itself. They have difficulty in vocabulary, grammar, and content of the test. These difficulties are faced by students whether they use paper-based examination or online examination. So, this is unrelated to online exam only.

The last one is perception related to Google form online examination. It consists of three factors. They are internet connection, time, and online test format. Students were struggling doing the online examination when the internet connection was slow or not stable. It is in line with system limitations proposed by Mansor (2012, p. 427), that “the time taken to record the data depends very much on the internet connection. If the internet connection is slow, the time to record the responses is much longer.” Further, he states that “the successful application of the system is very much depends on the availability of good and stable internet connection. With internet connection especially in lecture rooms, the tools can be fully utilized by both lecturers and students. With the absence of a good and stable internet connection, lecturers and students do not have the interest to utilize the tools. The emotional cost due to frustration over the failure to use the system cannot be undermined no matter how good the tools are” (Mansor, 2012, p. 428).
THE UNIVERSITY STUDENTS’ PERCEPTION OF...

In this study, time limitation caused students in hurry doing the test. They were nervous and afraid of the time up. It is certainly true, as Kerka and Wonacott asserted, that among the disadvantages to online assessment is the lack of instructor control over assessment conditions (Kerka and Wonacott, 2000). So that in this study, researcher used time limitation in Google form online exam to prevent the cheating. Students will not have time to open the book or ask some else because there was time limit. Whereas, giving more time to students does not show significant result than time-limited test as investigated by Portolese et. al (2017, p. 270) that “much research has been performed on test-taking anxiety, and increased time might be expected to result in less anxiety, which these results do not support. The investigators believe timed tests may add to stress and frustration, but as indicated by the results, extra time appeared to have little impact on student success and test taking.”

The result showed that test format makes students scroll up and down in order to answer the questions. It causes confusion and time consuming. It supports Karim and Shukur’s research (2016, p. 241) that “users have variations in their online exam preferences. Therefore, it is suggested that for a variant in the design features in an online examination (e.g., group questions, font type, counter type and sound alert), the online examination system designers should give the choice for students to pick what they prefer based on their characteristics to obtain an interface design that addresses both the efficiency of the system as well as the convenience for online examination takers. Nonetheless, the experiment also demonstrated that stable design features such as font/background color and other features appear to be the same for all students.”

CONCLUSION AND IMPLICATION
The growth of ICT is inevitably integrated into education. Various online examination can be done using ICT, including google form test. University students give many kinds of responses toward it. Those responses can become reflection on making better students’ measurement. The research implications of this study were as assessment example of using technology for university students. For
Badi’atulAzmina, Mar’atusSolihah, &Agung Guritno

further research, it can be using google form with better time limitation and test format design. Also, using other platforms are recommended to do in creating online test for students.
REFERENCES


Badi’atulAzmina, Mar’atusSolihah, &Agung Guritno


