GOOGLE FORMS AS AN EFL ASSESSMENT TOOL: POSITIVE FEATURES AND LIMITATIONS

Angela Bayu Pertama Sari
Universitas Bina Sarana Informatika
angela.abp@bsi.ac.id
Dwi Iswahyuni
Universitas Bina Sarana Informatika
dwi.dhs@bsi.ac.id
Sri Rejeki
Universitas Bina Sarana Informatika
srejeki60@gmail.com
Sutanto
Universitas Bina Sarana Informatika
tsutanto234@gmail.com

Abstract:

This study presents an assessment tool in which it aims to investigate the positive features and limitations of Google forms as an EFL assessment tool. The research method used in this study is a descriptive qualitative study in which the instruments employed are class activity log and observation checklist. Moreover, the participants are 240 non-English major students. The results of the study showed that there are 5 positive features and 2 limitations of Google Forms as an EFL assessment tools. It can be concluded that the positive features of Google forms as an EFL assessment tool are in terms of efficiency in time and energy, conformity to the students' characteristics, less cost, detail result, and helpful features. In other words, the significant implication is that the use of Google Forms as an assessment tool can alleviate the lecturer's workload. Furthermore, the limitations deal with scoring and tools issues.

Keywords*: Google Forms, EFL, assessment, online*

INTRODUCTION

A profound reality shows that the process of learning will be pointless without any assessment. Regardless how thoughtful the lecturers design the lesson plan, how engaging the learning experience is, if the assessment does not exist, the goal of learning cannot be gauged. (William, 2013) states that assessment holds as a central aspect in the learning process. Assessment bridges the teaching and learning process. It enables the lecturer to examine whether or not the

teaching activities achieve the intended goal of learning.

However, in the real classroom setting, teachers find it complicated to assess students' performance due to the time, energy, and other obstacles. The process of assessment is sometimes considered as overwhelming activities, especially when it comes to the large classes. The heavy workload in assessing the students are a common phenomenon that is felt by the teachers (Lacaster, Thomas;Clarke, 2017). In addition, it is not a naive thing that any teacher benefits the use of web-based technology formed in any modality to harvest mutual advantages (Turmudi).

Technically, assessment is traditionally carried out in paper-based system. Yet, due to the rapid change of technology in the language classroom, the traditional assessment shifts to the technology-based system. One of the widely used technologies for learning assessment is Google Forms with its Quiz feature. Some prior studies have already investigated the implementation of Google forms as the assessment tool (Djenno et al., 2015; Haddad & Kalaani, 2014; Iqbal et al., 2018).

A study conducted by (Haddad & Kalaani, 2014) revealed that Google Forms was an unconventional formative assessment tool that has been successful in accommodating students' feedback for the improvement of the course instruction. The result of the assessment provides a real time feedback so that it enables the lecturers and faculty members to act promptly towards the issues. The result of the study showed that there was a significant improvement in the students' grade due to the developed instructional teaching that was based on the students' feedback.

Furthermore, a study that was carried out by (Djenno et al., 2015) portrayed the use of Google Form as a useful media for assessment. However, the study emphasized that Google forms may be worthless if the instruction was not carefully designed. Besides, the study's result showed interesting fact about the importance of maintaining the students' privacy in the spreadsheet result sharing. Respecting the students' privacy in terms of score publication is essential to maintain the students' self-esteem.

The other study conducted by (Narayanaswamy Vasantha Raju & Harinarayana N.S., 2016) in their research paper entitled online survey tools: a case study of google form resulted that online surveys or web based surveys have become important because it spend less cost and able to reach out more respondents from different population. The number of internet and smartphone users in Indonesia steadily increase in years and using google form as EFL

assessment tool could be one of the solutions to assess the students. Google form is also can be function to do assessment but it should not use completely to replace the traditional methods, like interviews and observations (Scheef & Johnson, 2017). Using it also helps to ensure the students with disabilities to receive services and supports to reach their goals.

Other study that was done in 2018 by Iqbal et al. (2018) illustrated the variation of the students' worksheet that may be formulated in Google Forms. The study vividly showed the steps in making the online worksheets. They pointed out the advantages of the Google Forms worksheet as creating an engaging learning environment and saving times in the scoring process. The study conducted by Agung et al. (2019) also illustrates that Google Forms exercise establishes efficient, effective and attractive activities to the students.

Google form as an evaluation tool was also used in senior high school level in Indonesia (Thohir & Muslimah, 2020). Data of this research were from 160 students of class X at SMA Muhammadiyah 4 Surabaya collected by employing questionnaires and interviews. It resulted that Google form can be considered by teachers as an alternative to make online questions and as learning evaluation instruments. Using Google Form in teaching and learning process also gives benefits for the students because students can view their scores once they submit their answers.

As it has been highlighted that the selection of those theories aims at becoming the baseline of this research. The theory about assessment is the major guiding theory on how this research investigates the process of assessment by using Google Forms. Then, the theories about the implication of Google Forms in the assessment process underlies the discussion in revealing the limitation and positive features of Google Forms in EFL assessment.

According to those prior studies, there is a research gap that needs to be dug out as the enrichment information of the previous study. It is significant to investigate the limitations of Google Classroom as an assessment tool beside presenting its benefits. By conveying its limitations, it is expected to be able to give an overview for the readers so that they can anticipate and cope with the limitations when they use it. Moreover, it is found out that there is no research that investigates the implementation of Google Forms as an assessment tool in the English foreign language (EFL) learning of non-English college students in Indonesia.

The objective of this study is to serve information associated to the positive features and limitations on the use of Google Forms as an English foreign language assessment in the classroom. To be more specific, there are two research problems that are formulated:

1. To what extent Google forms contribute positively to the assessment in EFL learning?

2. What are the limitations that the lecturer encounter in using Google forms as the EFL assessment?

METHOD

Design

As previously mentioned, this study focuses on using Google Forms as a formative assessment in EFL learning in Indonesia. The research method employed in this study is descriptive qualitative with the goal is to do comprehensive summarization, in everyday terms, of specific events experiences by individuals or groups of individuals (Lambert & Lambert, 2012). Furthermore, qualitative description has been identified as important and appropriate for research questions focused on discovering the who, what and where the events or experiences and gaining insights from informants regarding a poorly understood phenomenon (Kim, Sefcik, & Bradway, 2017).

The collection of the data in qualitative descriptive research focuses on discovering the nature of certain phenomenon relates to the research. Therefore, the collection of the data involves individual or focus group interview and it may include observation and analyzing the records, reports, documents, and photograph (Lambert & Lambert, 2012). The context is in language teaching focuses on the lecturers' and learners' stories about their lives and imagination (Barkhuizen, 2014). To conclude that this study is in the scope of descriptive qualitative to know the specific event experiences by non-English major in Yogyakarta.

Instrument

To gather data, it uses instruments. The instruments employed in this study are class activity log and observation checklist on the use of Google Forms by the chosen participants. The Google Forms are equipped with several types of questions function as an assessment tool. The subjects are asked to do some exercises in the Google Forms. The types of questions are short answers, paragraphs, multiple-choice, and file upload, as illustrated in figure 1.

The four types of questions, namely multiple-choice, short answer, paragraph, and file upload. Those assessments are conducted to gauge the students' skill in reading a passage (multiple choice & short answer), listening to a biography of a famous figure (multiple choice and short answer), writing a resume (file upload), and writing a personal statement (paragraph).

Both tools are created to gain the desired data that are analyzed in the subsequent stage, data analysis technique. The participants can directly check their scores after answering all

questions if the type of questions is in the forms of multiple-choice and short answer. For the questions in forms of file upload and paragraph, the researcher sends the score and feedback through the active email address that the students have provided in the Google Forms.

Participant

The participants of this study are 240 college students, 150 female students, and 90 male students. The age of the students ranges from 18-24 years old, who are categorized as the post-millennial generation or mostly called "Z " generation. They are from the non-English major who study General English in the first and second semesters at Sanata Dharma University, Indonesia. It is a private university that sets General English as one of the compulsory subjects for the students in the non-English study program.

Data Collecting Technique

Data collection technique in qualitative descriptive study tries to discover "the who, what and where of the events" or experiences (Sandelowski, 2000 as cited in Colorafi & Evans, 2016). The steps of collecting data in this study are summarized as follows:

1. The researcher (the lecturer) creates some exercises through Google forms.
2. The participants are requested to do some exercises formatted in the Google Forms.
3. When the participants have finished the exercises, they can submit their works directly.
4. The researchers can investigate the participants' work any time focusing on their' skills in:
   a. reading a passage (multiple choice & short answer),
   b. listening to a biography of a famous figure (multiple choice and short answer),
   c. writing a resume (file upload),
   d. and writing a personal statement (paragraph).
5. The participants: however, may directly check their scores after answering all questions, just if the type of questions is in the forms of multiple-choice and short answer.
6. On the other's hand, the researcher sends the score and feedback through the active email address that the students have provided in the Google Forms.
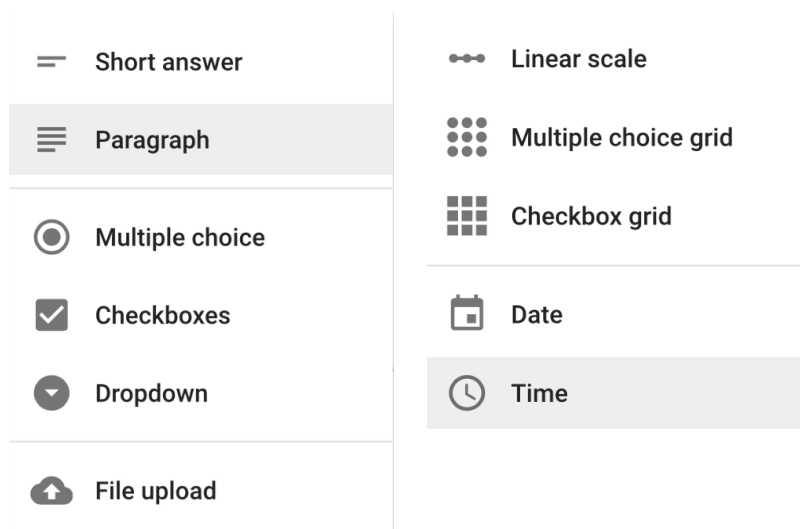
Figure 1. Type of Google Forms Questions (Google Forms, 2019)

Furthermore, the detail steps of creating the exercises through Google Forms are as follows.

1. Making sure that the researcher (the lecturer) has a Gmail account (Google drive)

2. Going to Google Forms, and logging in by using Gmail account

3. Creating a blank Google Forms

4. Clicking the setting button (at the right top corner), as illustrated in figure 2.

Figure 2. Setting button in Google Forms

5. Setting the Google Forms into Quiz, and choose:

   a. Whether or not the lecturer would immediately release the score or later

   b. Show in the students' report score the missed questions.

   c. Show in the students' report score the correct answers.

   d. The point values for each question

   It is portrayed in figure 3.

Figure 3. Quiz setting on Google Forms.

6. Giving a title to the forms and providing instruction on how to fill it out.

7. Writing the questions, providing the answer keys, inputting the point value for each number.

8. Clicking the "required" button to make sure that the students would not miss answering the questions.

9. The forms would be automatically saved.

10. Sharing the Google Forms exercise to the students by clicking the "Send" button and choosing the best sharing method as illustrated in figure 4.

11. In this study, the lecturer uses a QR code generator to create a QR code of the link to be scanned by the students in the class.
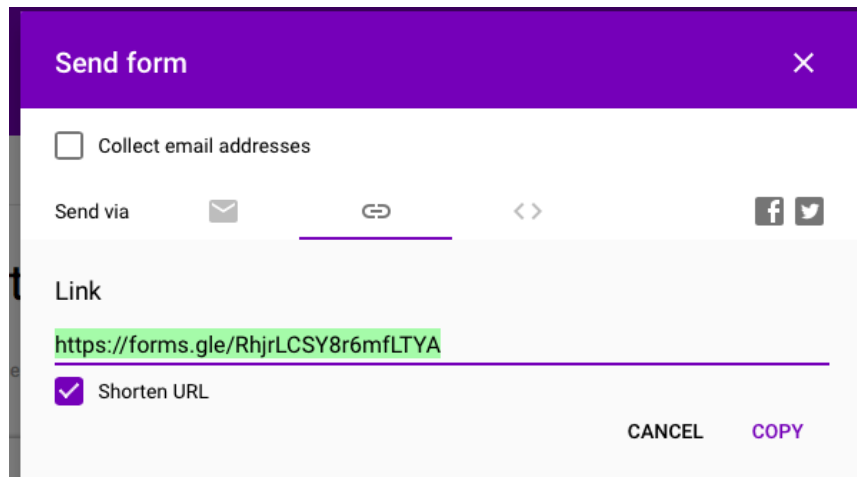
Figure 4. Sending the Google Forms

The details activities of the participants in doing the exercises.

The implementation of the Google Forms in the classroom is explained below.

1. The lecturer shares the Google Forms link through communication apps to one of the students so that he can share it with the whole students in the class.

2. Sharing also can be done by using the QR code by displaying it using the LDC projector.

3. Next, she informs the students of the time allocation to do the exercises.

4. Afterward, she monitors the process and assists the students in case there are some problems happened.

5. Then, she instructs to submit by clicking the "submit" button.

6. At last, she closes the Google Forms so that the students can not submit any responses (if needed) by clicking "responses," then dragging the button to "not accepting responses". It is illustrated in figure 5.
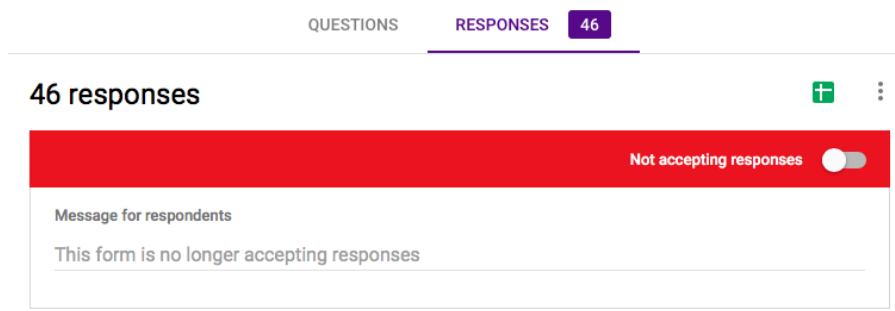

Figure 5. Closing out the Google Forms

Finally the researcher checks the students' works.

Having implemented the Google Form, the researcher checks the students' works. The steps are as follows.

1. The researcher (the lecturer) checks the students' works by clicking the "responses" button.
2. Here, the individual result or the summary of it can be seen.
3. Then, she releases the score if the Google forms do not release the score immediately.

Upon all, the participants write comments about the use of Google forms. Likewise the researcher carries out some observation toward the application of Google forms indirectly while checking the participants' progress in answering all exercises through Google Forms.

Data Analysis Technique

One of commonly used techniques to analyze the words or phrases in texts is content analysis. Hsieh and Shannon (2005) mentioned that there are three types of content analysis which is used in a descriptive qualitative study, namely conventional content analysis, directed content analysis, and summative content analysis.

This study uses conventional content analysis with the goals is to describe a phenomenon where existing study and theory are limited. Open-ended questions read word by word and then give the code are the source of the data (Colorafi & Evans, 2016). Similar model of criteria content analysis (CCA) is applied to some extent as perpetuation of the drawing conclusion (Matthew B. et al., 2014).

Having obtained the data, the researcher analyzes the results into two categories, namely the positive features and limitations of the use of Google Form. At last, the conclusions are drawn based on the results of the analysis. The whole process of report is using MS word while the citation style is APA style 6th edition (APA, 2010) arranged in a Mendeley Desktop software. The model of writing of this article is offline automatic system by using Mendeley Desktop (Turmudi, 2020). The researcher does not use any software in anlysing the gained data despite knowing the positive impact of the use (Patak et al., 2016).

RESULT AND DISCUSSION

Result

Figure 6 describes the thematic mapping of the activity log and observation checklist. Based on the findings, there were two limitations and five positive features of Google Forms as an assessment tool in the EFL classroom.
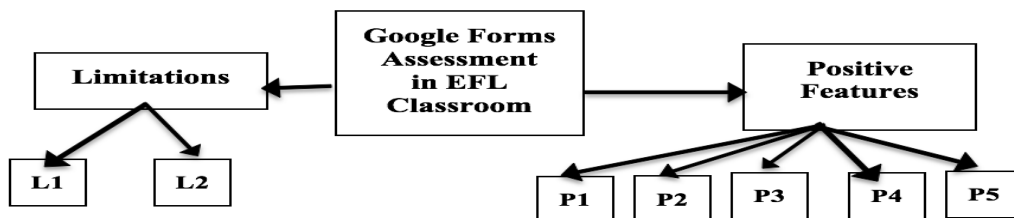

Figure 6. Data Thematic Map
Notes:
L1: Scoring issues, L2: Tools issues, P1: Efficiency in time,
P2: Conformity to the students' characteristics, P3: Less cost, P4: Detail result
P5: Helpful features

Positive Features of Google Forms as the Assessment tools in EFL Classroom

The data showed that the students got benefits in saving time by using Google Forms. The students stated that the process of automatic scoring provided the students with the immediate scoring. The elaboration was shown in table 2.

Table 2. *Efficiency in Time*

Efficiency in Time
The score was automatically scored immediately so that the students can know the results after the submission.

Google forms were also considered to be suitable for the students due to the conformity to the students' characteristics in this era who were all technology literate. Moreover, the facilities on campus also supported the application of Google Forms in EFL classrooms such as smartphone possession, Wi-Fi connections, and internet data. The explanation is presented in table 3.

Table 3. *Conformity to the students' characteristics*

Accordance with the students' characteristics
All students were technology literate.
There was a Wi-Fi connection that was provided by the campus for free.

All students had a smartphone.
All students had an internet data connection; if not, they could ask their friends for internet data sharing.

Less cost became the other positive impact that the Google forms assessment brought. Due to the paperless assessment system, the students did not need to print out assignment that would cost some money.

Table 4. *Less Cost*

Less Cost
When it came to the writing assessment, the students did not need to print out their assignments or write in a piece of paper.

Furthermore, the students also gained the benefit of Google forms assessment since it provided the detail results. The students could get the information about the points of each question. The elaboration of the data was illustrated in table 5.

Table 5. *Detail result*

Detail result
The Google forms result presented the points of each questions.

Dealing with the positive features of Google Forms as an assessment tool, the students felt that it was beneficial for them. It was due to the features of making the questions to be "a required question" so that no students would not miss the questions, providing the value of each question and inserting video and other media into the assessment form. Those findings were presented in table 6.

Table 6. *Helpful Features*

Helpful Features
Google Forms provided a feature that enabled the lecturer to make required questions with the symbol "*" to remind the students to answer all the questions.
Google Forms enabled the students to know the different point for each question.
The type of the questions can be various such as videos, images, listening passage, etc.

Limitations of Google Forms as the Assessment Tools in EFL Classroom

There were two significant limitations that emerged in the research findings. The first one dealt with the scoring issues. The students found two problems that became the issues: the incorrect scoring and also the score release. The elaboration of those issues was shown in table 7.

Table 7. *Scoring Issues*

Scoring Issues
Some of the students complained due to the incorrect scoring in the short answer section. The question asked about the year, and when they write the year in the form of words, the Google Form system got them wrong since the answer was not matched with the answer key.
When the students submitted the Google Forms, not at the same time, they tried to look at their friends' score reports to cheat which answer was correct and which one was incorrect.

The other limitation that the students encountered was about the tools and facilities. The problem happened when the internet connection did not work well, when the students did not bring their smartphone or when they did not have internet data, and when the Wi-Fi around the campus did not work well. The data about those issues were described in table 8.

Table 8. *Tools Issues*

Tools Issues
The problem happened when some students did not bring their smartphones.
The problem might occur when the students did not have internet data.
When the Wi-Fi on campus did not work, sometimes it became the problem since some students relied on it.

The results of the activity log

There were two categories from the data of the activity log namely the data of students' positive responses and negative responses towards the used of Google forms as the assessment tools. The positive category consisted of the data with code C1,C9, C14 and C15. The first activity log with the code C1 showed that all students brought a smartphone with internet data in it. Data with the code C9 revealed that some students are quite familiar with QR code scanner. Data C14 portrayed that some students shared their data plan so that their friends could do the exercise.

The second category of the data from the activity log consisted of data with the code C15, C10, C2, C3, C4. More specifically, data C15 showed that some students were curious with their score when the scoring was not given immediately. Data C10 illustrated that some students complained because they got 0 scores for their correct answer. Data C2 presented that some students submitted the Google form before the time submission. Data C3 revealed that some students submitted the Google form late, after the time submission. Data C4 portrayed that some students tried to look at their friends' result reports (cheated the correct answers). The last data in this category (C7) showed that some students found difficulties in filling out/ submitting the google forms.

The results of the observation checklist

There were two classification of the observation checklist results namely the students' positive attitudes and students' negative attitudes towards the implementation of the Google Forms assessment process. The positive classification was shown in data B1 which showed that students felt comfortable doing the exercise (many). Data B2 illustrated that the students sighed/ felt terrible when they were asked to do the exercises (few). Data B3 portrayed that the students asked a question when they did the exercise that was related to the exercise instruction (few). Data B11 presented that students had a good internet connection (many). Data B12 showed that students were technology literate (all). Data B13 portrayed that the university provided a Wi-Fi connection (all).

The second classification was the students' negative attitudes towards the implementation of the Google Forms assessment. Data B5 illustrated that the students complained due to the wrong scoring (few). Data B8 revealed that the students cheated on the exercise (few). The last data in this category, B1, showed that students felt comfortable doing the exercise (many).

Discussion

The result showed that there were five positive features and two limitations of using Google forms as the assessment tool in EFL learning. The assessment was done to measure the students' skills of writing, reading, and listening. The type of the questions that were used in this research was limited to the multiple choices, short answer, paragraph, and file upload. The discussion of the findings was elaborated in this section.

The first positive feature dealt with efficiency in time. The students felt that they could save the time in getting the score of assessment by using Google forms. That benefit was in line with what was said by (Agung et al., 2019),who stated that Google Forms exercise might provide an efficient assessment form. Also, (Hallur, 2016) explained the benefits of Google forms as being such an assessment tool that may reduce the workload and increase the efficiency and accuracy of the assessment.

The second positive feature was the conformity with the students' characteristics. It was examined that Google forms assessment became a suitable assessment tool for the students in this era who were technology literate, were provided with a Wi-Fi connection and possessed a smartphone along with the Internet connection. It was in line with (Janzen, 2014),who revealed that mobile usage, one of which was Google forms, was attractive and comfortable to interact with. Moreover, Internet-connected learning was matched with the characteristics of the students in this era.

The finding of the second positive feature of Google forms was strengthened by the data in the activity log with the code C1, C9, and C14. The activity log data C1 showed that the comfortable atmosphere was built during the Google forms assessment, data C9 showed that the students found it easy in using QR code as the link-sharing tool, C14 showed that the students had no difficulties and were willing to share their Internet connection for their friends who needed it.

Furthermore, the data from the observation checklist also supported this finding. The data B1 revealed that many students felt comfortable in doing the exercises in Google forms. Data B2 illustrated that only a few students complained about the implementation of assessment by using the Google forms. Data B3 presented that only a few students were still confused on how to fill out the Google forms and asked the instruction on how to do that. Data B4 showed that all students were succeed in accomplishing the assessment in the Google forms. Data B10 explained that all students had a smartphone, and data B11 revealed that many of them had a good Internet connection. At last, data, B12 showed that many students were skillful in using the technology and data B13 told that all students had access for the free Wi-Fi from the campus.

The third positive feature was Google forms that became an assessment tool at a low cost. The data showed that the students did not need to spend money on the printing cost. It was all due to the feature of Google forms that uses an online system that is paperless. (Agung et al., 2019) supported the finding by stating that Google forms that were a Google-based

application were a free application that could be used for many purposes, one of which was for quizzes.

The fourth positive feature was the detail scoring report of Google forms assessment. There were three detail scoring results that the lecturer got the benefits from. The score report feature showed the incorrect-and exact percentage of each number that were so useful for the students. Moreover, the students' submission form was also recorded with detail time and date. The positive impact of the detail features of Google forms was supported by (Abdillah, 2018),who explained that the users could get real-time information about the assessment submission along with the detail information about it.

The fifth positive feature of the Google forms was the helpful features that the Google forms offered. The feature that was the required questions with the symbol " * " gave benefit so that no students would miss the questions. Moreover, in Google forms assessment, the students could access various supplementary materials in the form of a video or document file. This feature could assess to be more interactive and attractive for the students. At last, Google forms assessment could provide information about the value for each question. Thus, the Google forms assessment could give detail-scoring information. It was a significant feature since the students were so curious about the assessment process. It was ensured with the data in the class activity log C15 that showed the students' curiosity about the scoring.

The next discussion was about the limitations of Google forms assessment. There were two kinds of constraints, namely the scoring issues and tools issues. The first scoring issue was about the incorrect scoring. Some of the students complained to the lecturer when they got 0 for the correct question that they answered. The incorrect scoring occurred in the short answer question type. The possibility of the students' answers varied a lot so that when the lecturer did not provide various answer keys as well, the incorrect scoring could happen. This occurrence was supported with the data from the class activity log with the code C10 that revealed the students complained due to the incorrect scoring.

Moreover, the data in the observation checklist also ensured this occurrence. It was illustrated that in data B5, there were students who complained about the incorrect scoring, yet the number was not many. Then, related to the scoring issues, the students cheated the assessment because the submission of the forms was not at the same time. As it was reported in the data from the observation checklist code C2 and C3, some of the students submitted the assessment forms before and after the time of submission. For those who had filed the forms,

the score was automatically released after they submitted the forms. Thus, it made the other students who had not submitted the forms they had a chance to cheat their friends' released scores. This kind of cheating happened when the score was set to be automatically released. It was ensured with the data from class activity log code C4 that illustrated a few of the students tried to look at their friends' score results to know which answer was right or wrong. This kind of cheating occurrence was also supported by the data from the observation code B8.

Moreover, there were some limitations of Google forms assessment that were related to the tool issues. The first one was about internet connection issues. Some of the students found difficulties in submitting the forms due to the internet connection. Some of them even had to start from the beginning to do the assessment. It is supported by the prior research finding by (Agung et al., 2019), who stated that the constraints of the online assessment were mostly due to the internet connection. Besides, from the data in the class activity, log code C7, and data from the observation code B1 revealed that internet connection was the main problem in the Google forms assessment. The situation became more problematic when there were some of the students who did not bring their smartphones. But then, the issue was solved by borrowing it from their classmates.

CONCLUSION AND SUGGESTION

This study investigates the positive features and the limitations of Google Forms as an EFL assessment tool. The implications of the use of Google Forms presented in this study are that it gives many benefits to the students in terms of efficiency in time and energy, conformity to the students' characteristics, less cost, detail result, and helpful features. In other words, the major implication is that the use of Google Forms as an assessment tool can alleviate the lecturer's workload. However, some limitations emerge during the implementation. They deal with scoring and tools issues. Furthermore, the types of tests employed in this study are short answer, paragraph, multiple-choice, and file upload in which the language skills assessed are listening, reading, and writing skills. Thus, it is suggested to explore the other types of tests to enrich the data for further research.

ACKNOWLEDGEMENT

BIO-PROFILE:

Angela Bayu Pertama Sari is an EFL lecturer in Bina Sarana Informatika. She gained her Master of Education in 2017. She is really passionate in conducting research investigating educational technology. Also, she is eager to look for any chance to elevate her knowledge in teaching English for Indonesian students. Corrresponding email: angela.abp@bsi.ac.id

ORCID ID: http://orcid.org/0000-0003-2859-2645

BIO-PROFILE:

Dwi is an English lecturer in Indonesia. After accomplishing her master's degree majoring in English Education, she teaches in Universitas Bina Sarana Informatika. Her excitement in teaching encourages her to dig more insights, especially about EFL learning. Striving to create a successful learning is such a blissful thing for her. Corresponding email: dwi.dhs@bsi.ac.id

BIO-PROFILE:

Ms. Rejeki earned B.Ed. in English Language Teaching at Universitas Ahmad Dahlan, Yogyakarta, Indonesia in 2011. Currently, she is pursuing her M. Ed. at Universitas Sebelas Maret Surakarta, Indonesia with concentration ESP and technology. Besides those two fields, she is also interested in foreign language and sociolinguistics. Corresponding email: srejeki66@yahoo.com

BIO-PROFILE:

Sutanto is an English lecturer in Indonesia. After completing his master's degree majoring in English Education, he teaches at *Bina Sarana Informatika University*. His gratitude and joy in teaching encourages him to explore more knowledge, especially about EFL learning. He continues to strive and create successful learning for students. Corresponding email: sutamto.stx@bsi.ac.id

REFERENCES

Abdillah, L. A. (2018). *Green Computer Science Millennial Students Examination*.

Agung, B., Syaefulloh, S., Ridwan, I. M., Mamun, A. M. H., Sumpena, D., & Yulianti Zakiah, Q. (2019). Google Form-Based Learning Assessment. *Advances in Social Science, Education and Humanities Research*, *253*(2018), 529–531.

APA. (2010). Publication Manual : American Psychological Association. In *Intellectual Property* (6th ed., Vol. 1968). American Psychological Association. https://doi.org/10.1006/mgme.2001.3260

Barkhuizen, G. (2014). Narrative research in language teaching and learning. *Language Teaching*, *47*(4), 450–466.

Colorafi, K. J. & Evans, B. (2016). Qualitative Descriptive Methods in Health Science Research. Health Environments Research & Design Journal 1-11. Retrieved from https://sci-hub.do/10.1177/1937586715614171

Djenno, M., Insua, G. M., & Pho, A. (2015). From paper to pixels: Using Google Forms for collaboration and assessment. *Library Hi Tech News*, *32*(4), 9–13. https://doi.org/10.1108/LHTN-12-2014-0105

Hsieh, H. & Shannon, S. (2005). Three Approaches to Qualitative Content Analysis. Qualitative Health Research, 15 pp. 1277-1288

Haddad, R. J., & Kalaani, Y. (2014). Google forms: A real- Time formative feedback process for adaptive learning. *ASEE Annual Conference and Exposition, Conference Proceedings*, 24.649.1-24.649.14. https://pdfs.semanticscholar.org/d1d0/a7eca29806f722692364c27f34a69caa60bb.pdf

Hallur, R. (2016). Google forms that made Teacher's Life Easier: An Experience and Experimentation. *Journal of Engineering Education Transformations*, 2–5. https://doi.org/10.16920/jeet/2016/v0i0/111610

Iqbal, M., Simarmata, J., Feriyansyah, F., Tambunan, A. R. S., Sihite, O., Gandamana, A., Eza, G. N., Kurniawan, F., Asiah, A., Rozi, F., Faisal, F., Manurung, I. F. U., Ihwani, M., Nathan, P. L. A., Sitanggang, N., Simbolon, N., Simanjuntak, E. B., & Limbong, T. (2018). Using Google form for student worksheet as learning media. *International Journal of Engineering and Technology(IJET)*, *7*(3.4 Special Issue 4), 321–324. https://doi.org/10.14419/ijet.v7i2.29.13646

Janzen, M. (2014). *Hot Team: Google Classroom*.

Lacaster, Thomas;Clarke, R. (2017). Rethinking assesment by examination in the age of contract cheating .pdf. *Plagiarism Accross Europe and Beyond 2017*, 2015–2228.

Matthew B., M., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data_Analysis : A_Methods_Sourcebook* (3rd Editio). SAGE Publications.

Narayanaswamy Vasantha Raju, & Harinarayana N.S. (2016). Online survey tools : A case study of Google Forms Online. *National Conference on "Scientific, Computational & Information Research Trends in Engineering, GSSS-IETW, Mysore*, *January 2016*, 1–12.

Patak, A. A., Naim, H. A., & Hidayat, R. (2016). Taking Mendeley as Multimedia-based Application in Academic Writing. *International Journal on Advanced Science, Engineering and Information Technology*, *6*(4), 557. https://doi.org/10.18517/ijaseit.6.4.890

Sallehhuddin, A., Shamsudin, A., Abu Said, A. M., Jais, M., Ariff Mustafa, M., Shukor Masuod, M., Hasmanto, N., & Ismail, H. (2018). Board Governance Attributes and Organizational Characteristics of Mosque Co-Operatives in Malaysia. *International Journal of Engineering & Technology*, *7*(2.29), 321. https://doi.org/10.14419/ijet.v7i2.29.13646

Scheef, A. R., & Johnson, C. (2017). The power of the cloud: Google Form for transition assessment. *Journal of Career Development and Transition for Exceptional Individuals*, 1–6.

Thohir, M., & Muslimah, K. C. (2020). Evaluation of Arabic Learning Outcomes using Google Form during School Quarantine due to Covid-19 Pandemic. *Urnal Pemikiran Dan Pendidikan Islam*, *4*(1).

Turmudi, D. (2020).Utilizing a web-based technology in blended EFL academic writing classes for university students. *Journal of Physics: Conference Series*, *1517*(012063), 012063. https://doi.org/10.1088/1742-6596/1517/1/012063

Turmudi, D. (2020). English Scholarly Publishing Activities in the Industrial Revolution 4 . 0 : What , Why , and How ? *ELTEJ*, *3*(1), 52–62. http://journal2.uad.ac.id/index.php/eltej/article/view/1890

William, D. (2013). Assessment : The Bridge between. *Voices from the Middle*, *21*(2), 15.