

**AN ANALYSIS OF GOOGLE FORMS USED BY ENGLISH TEACHERS  
TO EVALUATE STUDENTS' LEARNING ACHIEVEMENT  
AT SMAN 1 BENGKULU TENGAH**

**THESIS**

Submitted as A Partial requirements for the degree of S.Pd (*Sarjana Pendidikan*)  
In English Education Study Program



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*Wassalamu'alaikum Wr. Wb*

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## **MOTTOS**

*“Everyone dreams of having a beautiful life in this gray world. However, a coin always has two sides.”*

(Ilham Rahmat)

*“Even when we study as well as each other. It doesn't mean we act in the same way.”*

(Bad Genius Series)

## **DEDICATION**

This thesis is dedicated to:

- Allah SWT as the only of my God, I would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.
- My beloved parents : Mr. Ishardi and Mrs. Erna Wati, without whom I would have been here at IAIN Bengkulu to accomplish my study.
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## PRONOUNCEMENT

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In hereby sincerely state that the thesis entitled : An Analysis of Google Forms Used by English Teachers to Evaluate Students' Learning Achievement at SMAN 1 Bengkulu Tengah. Is my real masterpiece. The things out my masterpiece in this thesis are signed by citation an referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take academic in the form of repealing my thesis and academic degree.

Bengkulu, August 2021



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It is hoped that this thesis will be useful for all readers. Then, the researcher needs supporting critics, correction, suggestion, and advice from the readers are very expected to make it is better. Finally, Allah May always bless us in a peace life.

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Ilham Rahmat

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AT SMAN 1 BENGKULU TENGAH**

**Ilham Rahmat**

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui penggunaan google form yang digunakan oleh guru bahasa Inggris untuk mengevaluasi hasil belajar siswa di SMAN 1 Bengkulu Tengah. Penelitian ini merupakan penelitian deskriptif kuantitatif. Responden penelitian ini adalah siswa kelas XI. Metode pengumpulan data menggunakan angket dan dokumen berupa skor tes. Kuesioner diberikan kepada 28 siswa di sekolah tersebut. Rumus validitas yang digunakan adalah rumus korelasi Person Product Moment. Hasil penelitian ini menunjukkan bahwa penggunaan google form sebagai media evaluasi pembelajaran online siswa kelas XI mata pelajaran bahasa Inggris di SMAN 1 Bengkulu Tengah ditinjau dari persepsi dan nilai tes siswa. Penggunaan google form telah membantu siswa dalam mengerjakan soal ujian secara online dan ditemukan bahwa penggunaan google form dalam media evaluasi pembelajaran online menarik dan menyenangkan dalam pembelajaran online dan dalam penggunaan google form terdapat 4,19% siswa yang mengalami kesulitan selama ujian menggunakan google form. Kemudian aplikasi google form juga membuat nilai hasil belajar siswa menjadi lebih baik.

**Kata Kunci : Google Form, E-Learning, Learning Outcomes**



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# CHAPTER I

## INTRODUCTION

### **A. Background of The Problem**

The government and the Indonesian nation continue to strive to improve the quality of education. Strategic steps from the government were carried out by issuing Law No.20 of 2003 Article 1 concerning the national education system, besides that the government has also issued Government Regulation Number 19 of 2005 concerning development facilities in the national education sector to improve the quality of education in development programs. long term 2005-2025.

The teacher's workload includes the subject, namely, learning planning, implementing learning, assessing learning outcomes, guiding and training children, and carrying out additional tasks attached to the implementation of main activities in accordance with the main workload. Education of all efforts to develop intelligence and develop human perfection both physically and spiritually which takes place both inside and outside of school. Quality education is a prerequisite for realizing a nation that is advanced, modern and prosperous. It is not known that many countries do not have abundant natural resources but which can create the prosperity and welfare of their people. This happens as a result of the education they have of good quality, resulting in quality human resources. One important factor that must be met in order for quality education to be is the presence of teachers. (Sanjaya, 2016, p. 14)

Education is also a conscious and planned effort to create an atmosphere of learning and the learning process so that children actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Evaluation is a very important stage in the learning process. Without evaluation, students will find it difficult to identify. In addition, teacher learning evaluations also cannot see the effectiveness of the learning process that they apply to their students.

Conventional learning evaluation is carried out by giving written tests to students, with a device consisting of an answer sheet and sheet. Furthermore, the teacher must work on each answer sheet to see the results of the evaluation. This is of course very time and energy consuming. At the end of the evaluation period, there are usually question sheets and answer sheets piling up unused. This is of course contrary to the concept of going green. Although paper can be recycled, this practice is still rarely practiced. So that we need alternative learning evaluation techniques that are more environmentally friendly, time saving, and practical. (Nadzirroh, 2017, pp. 1-14)

The current pandemic era has a negative impact on access education for both educators and students, including individuals with special needs. Approximately 15% of the world's population who are thought to be persons with disabilities who have special needs may not be able to access quality adequate education (United Nations Sustainable Development Group/

UNSDG, 2020). This is caused by online learning model (online) which is one of them alternative education services, neither quite accessible nor support learning for individuals with needs special (UNESCO, 2020). Inadequate education services This is caused by various factors, including: a) weakness mastery of IT by educators so they are skilled and not ready to deliver online learning to participants students with special needs (OECD, 2019), b) ownership supporting facilities (for example: internet network, electronic devices) online learning which is still rarely found, especially in the regions remote, and c) lack of support for learning at home the economic impact associated with the source of income family. (Pujaningsih and Angga Damayanto, 2020, p. 5)

The current emergency learning situation is unpredictable implemented until a certain time due to prevention efforts and development of various virus transmission in various regions nor the country. Although some countries have already started back to face-to-face learning systems like Denmark, Taiwan, Australia (New South Wales), but developments The control of the Covid-19 virus varies greatly between regions one country, including in Indonesia. With zoning differences. So far, the use of google form is mostly as a medium of communication with students or as a tool to find material. in his research revealed that the activity of searching for material via the internet has facilitated students to experience the four domains in Bloom's Taxonomy in the learning process. In addition, ICT has also been used as an online learning space or what is commonly known as a Learning Management System (LMS).



Some LMS that have been proven effective for use in learning with the blended learning method.

Meanwhile, the very rapid development of Google Forms actually provides so many conveniences in various fields. Especially in the field of education, currently there are many portals, websites, and software that can be used in the learning process, both as media and material. There are a number of benefits of google form in education, namely: (1) google form improves learning and teaching processes; (2) google form improves the quality and accessibility of education; (3) google form enhances the learning atmosphere; (4) google form increases learning motivation; and (4) google form improves scholastic performance. The integration of Google Forms into the learning process can help improve and develop the quality of education, especially how easily information about the material and curriculum can be obtained.

However, the use of Google Forms at the learning evaluation stage has not been widely used by teachers. Even though there are various advantages that might be obtained if the evaluation of learning is carried out using the internet. Various learning outcome assessment methods such as e-portfolios and web-based evaluation systems are very likely to be used effectively. Various LMS applications have also been equipped with an online test feature. Sites such as Turnitin and Grammarly are also very useful to help teachers check and provide feedback on students' writing.

One of the platforms that can be used for designing online tests is Google Forms. Generally, this platform is used to fill data that is easy and

effective (Rahardja et al, 2018). Add, Google Forms started operating in 2008. You can add forms to a spreadsheet, format them on a separate sheet, and view your form responses on other sheets. It is the basis for getting the job done. Google Forms is now a very full featured form tool that comes free with your Google account. You can add standard question types, drag and drop questions in the order you need, customize forms with simple color themes or photos, and collect responses in Forms or save them to a Google Sheets spreadsheet. Forms are one of the most versatile tools on the internet. Whether you need a survey form or student directory, contact or payment page. A form is all you need to easily gather that information. With Google Forms, it only takes you a few minutes to create one for free. Google Forms features are very easy and user friendly. In addition, its features can be explored not only in terms of creating a questionnaire but also designing questions or tests.

Unfortunately, the teacher's ignorance is the reason for the not optimal use of Google Forms in the learning process, especially in evaluation. This condition was experienced by teachers at SMAN 1 Bengkulu Tengah. Based on the results of interviews with five teachers, there were a number of problems. The first problem is regarding the ineffective learning evaluation techniques currently applied. Most teachers give at least one or two paper assignments to students. This assignment is intended so that students can practice their writing skills. However, teachers often have difficulty checking these assignments, especially with regard to the authenticity of the writing. In addition, the teacher also implements daily written exams or tests in the

learning evaluation process. This technique is also often complained by teachers because it takes a lot of time to check each student's test results or daily tests. Furthermore, there were also complaints that the teachers had not optimally used Google Forms. Unfortunately, not many teachers know how to use ICT for this process.

Based on the above background, it is necessary for researcher to examine more deeply about this research with the title "Students' Perceptions Towards The Use of Google Form Made by EFL Teachers to Asses Students' Learning" (A Survey Study at SMAN 1 Bengkulu Tengah)".

## **B. Problem Identification**

Based on the background above, the problems encountered in the field include:

1. The learning outcomes of grade 11 children who have not reached the Minimum Completeness Criteria (KKM) standard
2. Learning activities that are not yet conducive due to the Covid-19 pandemic
3. Learning activities are carried out online (online), students and parents do not know the overall learning online yet.
4. Not every student has a handphone
5. Not every parent can provide internet quota.

### **C. Limitation of Problem**

The limitation of the problem in this research are :

1. Child evaluation is only based on google form
2. The only class that becomes the object of research is grade 11 at SMAN 1 Bengkulu Tengah

### **D. Research Question**

Based on the background and problem identification above, the problem formulations in this study :

How did the EFL teachers use google form as an evaluation tool on student learning outcomes at SMAN 1 Bengkulu Tengah?

### **E. Research Objectives**

The objectives of this study :

To find out the use google form used by the English teacher to evaluate the learning outcomes of the students at SMAN 1 Bengkulu Tengah.

### **F. The Significance of The Research**

The result of this research is expected to be able to give the following benefits and information :

1. Theoretically
  - a. Adding insights into knowledge related to the significant an analysis of online learning on the quality of English learning outcomes for grade 11 students of SMAN 1 Bengkulu Tengah.

- b. As input for further researcher with a broader study.
2. Practically
- a. For teachers, as input material, online learning has a significant influence on the English learning outcomes of Grade 11 students of SMAN 1 Bengkulu Tengah.
  - b. For parents, as input in encouraging students to improve learning outcomes.
  - c. For students, it can be a motivation to further improvement of learning outcomes.

#### **G. Definition of Key Terms**

The explanation of the terms in the title of this research is intended to avoid misunderstanding in the research discussion. Before the researcher discusses further about the title of the thesis regarding "An Analysis of Google Form Used by English Teachers To Evaluate Student's Learning Achievement At SMAN 1 Bengkulu Tengah", the researcher will define this thesis and explain the terms contained in it, as for the terms referred to in this research are as follows:

##### **1. Google Form**

Google Forms is a 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. The features of Google Form can be shared with people openly or specifically

to Google account owners with accessibility options, such as: read only (read only) or editable (can edit documents). Apart from that, Google docs can also be an alternative for people who do not have the funds to buy paid applications to use free programs instead of pirating paid programs like Microsoft Office, because we know that pirating those programs is not good.

## 2. E-Learning

E-Learning is an electronic-based learning process. One of the media used is a computer network. With the development of computer networks, it is possible to develop it in a web-based form, so that it is then developed into a wider computer network, namely the internet. The presentation of this web-based e-learning can be more interactive.

## 3. Learning Outcomes

Learning occurs when a stimulus situation along with the contents of memory affects students in such a way that their actions (performance) change from the time before they experienced the situation.

Learning is any relatively permanent change in behavior that occurs as a result of practice or experience. Therefore, learning is considered a process of changing one's behavior as a result of experience and practice. Learning is a change in personality that states itself as a new pattern rather than reactions in the form of skills, attitudes, habits, intelligence, or an understanding.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Google Form**

###### **a. Definition Of Google Form**

Google Forms started life as a Google Sheets feature in 2008, two years after Sheets' original launch. You could add a form to a spreadsheet, format it in a separate sheet, and see your form responses in another sheet. It was basic, but it got the job done. Google Forms is now a full-featured forms tool that comes free with your Google account. You can add standard question types, drag-and-drop questions in the order you like, customize the form with simple photo or color themes, and gather responses in Forms or save them to a Google Sheets spreadsheet. Forms are among the internet's most versatile tools. Whether you need a contact form or a checkout page, a survey or a student directory, a form is all you need to easily gather that information. With Google Forms, it only takes a few minutes to make one for free. (Choiroh, 2020, p. 2)

Google Forms is a useful tool to help you plan events, send surveys, give students or other people a quiz, or gather information easily in an efficient way. Forms can also be linked to spreadsheets. If the spreadsheet is associated with a form, the automatic charts are sent

to the spreadsheet. Otherwise, users can view them on the “Response Summary” page accessible from the Responses menu.

Google Forms is a web-based application developed by Google which is used to create forms for data collection purposes. The data collected using forms is usually stored in a spreadsheet. This is an excellent free option over other online survey apps, because you don't have to pay. Google Forms provides a series of quick ways to create online surveys, with responses collected in online spreadsheets. Create your own survey and invite respondents via email or other social media. People answer your questions from almost any web browser - including smartphone and Tablet browsers. You see each response in a row of a spreadsheet, with each question displayed in a column.

b. Advantages of Using Google Form

- 1) It is a free online tool, that allows you to collect information easily and efficiently. With Google Forms you can create surveys in few minutes to ask your clients or collaborators information about your products or service.
- 2) To start using this tool, you only need a Google account, the same one you need to access Gmail, YouTube or Google Drive.
- 3) The interface is very easy to use. Any user with an average Internet knowledge can create forms using this tool.



- 4) The assistant is simple to use. The What-You-See-Is-What-You-Get interface makes it easy to drag and drop form elements and organize them based on actions or events.
  - 5) At the design level it is possible to choose between a palette of colors, as well as own images as a background.
  - 6) Google Forms stores the feedback received so we can analyze it in detail.
  - 7) The forms are integrated with Google spreadsheets therefore we can access to a spreadsheet view of the collected data.
  - 8) The general configuration of forms or surveys allows you to collect the recipient's email address and limit the answers.
  - 9) For advanced users, the type of data that can be inserted into a field can be customized using regular expressions. This helps customize the form even more.
  - 10) Google forms allows us to see how the survey will look before sending it over to the recipients.
  - 11) We can send the form by email, integrate it into our website or send the link via social networks or any other means
  - 12) With this tool, you can get unlimited questions and answers at no cost, while other survey tools require a payment depending on the number of questions and recipients.
- c. Google Form in your Classroom

Teachers can use Google Forms to share their learning. During professional development, point teachers to Google Forms where they can share reflections, ideas, or experiences from class. Provide a link to the results spreadsheet for everyone in the class chat group. That way, when everyone's done, each teacher can see everyone's ideas in the class.

Some steps to make a quiz by using google form

- a) Open Google Form, click the Plus icon
- b) Click Settings on the top right
- c) Click the quiz then make it a quiz
- d) To collect email addresses, click General and then collect email addresses
- e) Click save

## **2. Media**

The term media is often used synonymously with learning technology. Media is a human essence that allows influencing other people who do not make direct contact (Oemar hamalik, 2003, p.201). This is understandable because in the early development of learning technology it emphasized three main elements: the teacher, chalk, and textbooks which were the essence of learning. Media was born from the communication revolution that can be used for learning purposes. So the term media refers to anything that serves to carry and convey information between sources

and recipients of information. For example, videos, television, printed materials, computers and instruments are considered as media because they carry messages for learning purposes. The purpose of the media is to facilitate communication.

### **3. E-Learning**

#### **a. Definition of E-Learning**

E-Learning is an electronic-based learning process. One of the media used is a computer network. With the development of computer networks, it is possible to develop it in a web-based form, so that it is then developed into a wider computer network, namely the internet. The presentation of this web-based e-learning can be more interactive. This e-learning system has no access restrictions, this is what allows lectures to be carried out more time. (Hayati, 2020, p. 3)

E-learning is learning that is structured with the aim of using an electronic system or computer so that it is able to support a learning process.

E-learning is a distance learning process by combining the principles in the learning process with technology. E-learning is a learning system that is used as a means of teaching and learning that is carried out without having to meet face to face directly between educators and students.

b. Benefits of E-Learning

The benefits of E-learning are:

- 1) Flexible. E-learning provides flexibility in choosing the time and place to access trips. 2. Independent Learning. E-learning provides opportunities for learners to independently take control of learning success. 3. Cost Efficiency. E-learning provides cost efficiency for administrators, efficiency in the provision of physical facilities for learning and cost efficiency for learners is the cost of transportation and accommodation. (Hayati, 2020, p. 3)
- 2) The use of E-learning to support the implementation of the learning process can increase students' absorption of the material being taught. 2. Increase the active participation of students. 3. Increase the active participation of students. 4. Improve students' independent learning abilities. 5. Improve the quality of teaching and training materials. 6. Increase the ability to display information with information technology devices, where it is difficult to do with ordinary devices.

c. The advantages of E-Learning

E-Learning has the following advantages:

- 1) The availability of e-moderating facilities where teachers and students can communicate easily through the internet on a regular basis or whenever communication activities are carried out without being limited by distance, place, and time.

- 2) Teachers and students can use structured and scheduled teaching materials via the internet.
- 3) Students can study (review) teaching materials at any time and anywhere if necessary, remembering that teaching materials are stored on the computer.
- 4) If students need additional information related to the material they are learning, they can access the internet.
- 5) Both teachers and students can conduct discussions via the internet which can be followed by a large number of participants.
- 6) Changing the role of students from being passive to being active.
- 7) Relatively more efficient. For example, those who live far from conventional universities or schools can access it (Hayati, 2020, p. 4)

d. Disadvantages of E-Learning

E-Learning is also inseparable from various shortcomings, namely as follows:

- 1) Lack of interaction between teachers and students, or even between students themselves, can slow down the formation of values in the teaching and learning process.
- 2) The tendency to ignore academic or social aspects and instead encourage business or commercial aspects.
- 3) The learning and teaching process tends towards training rather than education.

- 4) Changing the role of teachers from previously mastering conventional learning techniques, now required to master learning techniques using ICT (Information Communication Technology).
- 5) Students who do not have high learning motivation tend to fail.
- 6) Not all places have internet facilities (related to problems with the availability of electricity, telephone, and computers).

#### **4. Learning Outcomes**

##### **a. Definition of Learning Outcomes**

In the large Indonesian dictionary, etymologically learning means "trying to acquire intelligence or knowledge". This definition means that learning is an activity to achieve intelligence or knowledge. From the above definition, it can be concluded that learning is an activity carried out by a person to acquire knowledge, skills and attitudes that are good for himself and his environment. (Sanjaya, 2016, p. 52)

Learning occurs when a stimulus situation along with the contents of memory affects students in such a way that their actions (performance) change from the time before they experienced the situation.

Learning is any relatively permanent change in behavior that occurs as a result of practice or experience. Therefore, learning is considered a process of changing one's behavior as a result of experience and practice. Learning is a change in personality that states

itself as a new pattern rather than reactions in the form of skills, attitudes, habits, intelligence, or an understanding. (Jojo Nurdiana and Cicih Sunarsih, 2017, p. 87)

b. Factors Affecting Learning Outcomes

Learning success is strongly influenced by several factors, namely factors within students (internal) and factors from outside students (external).

- 1) Internal factors are internal factors, namely students' skills, interests, talents, effort, motivation, attention, weaknesses, health and habits. One of the important things in learning activities that must be instilled in students is that the learning they do is their own need. Learning interest is related to how much the individual feels like or dislikes the material being studied by students. This interest must be raised early in students. Student interest, motivation, and attention can be conditioned by the teacher. Each individual has different skills. These skills can be grouped based on learning speed, namely very fast, medium, and slow. Likewise, the grouping of students' abilities based on acceptance abilities, for example, the process of understanding must be done by means of visual, verbal, and / or assisted by tools / media.
- 2) External factors, namely factors from outside the student, including the physical and non-physical learning environment (including the

classroom atmosphere in learning, such as joyful, fun), socio-cultural environment, family environment, school programs (including school committee support), teachers, implementation of learning and school friends. The teacher is the factor that most influences the learning process and outcomes, because the teacher is the manager or director in the classroom. In this case, teachers must have the basic competencies required in the teaching profession.

Based on the explanation above, the researcher concludes that the factors that influence learning outcomes are influenced by two factors, namely external factors which are internal factors, namely factors that are influenced by the students themselves, for example, willpower.

## **B. Review on Previous Studies**

Before conducting this research, the researcher has explored some of the results of previous thesis research which are related to the research conducted by the researcher. The following are the results of previous research submitted by researcher using the internet media:

Yesi Andriani in his research entitled "Development of Online-Based Mathematics Tests using Moodle's Learning Management System (LMS) on cube room building material at SMP Perintis 2 Bandar Lampung". In his research, the researcher uses the type of development research. And this



research aims to fulfill the undergraduate final project. The results of this study are a software product in the form of a website and student responses to both accept the online based math test.

Hamdan Husein Batubara in his research entitled the use of google form as a lecturer performance appraisal tool in the PGMI study program, Muhammad Arsyad Al Banjari, this research uses descriptive analytical methods with data collection techniques in the form of questionnaires and documentation studies. The results of this study indicate that the procedure for developing a lecturer performance appraisal questionnaire in the learning process using GoogleForm starts from the stages of planning, creating, publishing and providing instructions for use. Student response data shows that most students like the use of online questionnaires (53; 3%), easy access (86.7%), time efficient (80%), save paper usage (93.3%), understand how to use ( 86.6%), the display is easy to understand (86.6%), the language of the questionnaire is appropriate (100%), the material is appropriate (93.4%). Thus google form is very useful for lecturers and students to collect lecturer performance data.

Ahmad Arif Dian Mulia, "Google Form Based E-Monev Implementation Teacher Performance Assessment". This study aims to see (1) the implementation of the teacher performance evaluation system in learning. (2) students satisfaction with the e-monev system to assess teacher performance in learning. (3) students perceptions of teacher performance in learning at SMK Muhammadiyah Pakem and SMK N 2 Depok. This research

is an evaluative research with a formative model from Scriven. Data were collected at SMK Muhammadiyah Pakem and SMK N 2 Depok in July-October 2018. A total of 50 students from SMK Muhammadiyah Pakem, and 29 students from SMK N 2 Depok were respondents in this study.

The validity of the student satisfaction instrument and teacher performance was obtained through expert judgment and its reliability was obtained through the Chronbach alpha technique. Data obtained descriptively. The effectiveness of using e-monev is done by a paired t-test. The results showed that (1) the e-monev implementation system for the assessment of teacher performance in learning at SMK Muhammadiyah Pakem and SMK N 2 Depok in general can be said to be good (2) the average value of student satisfaction with the e-monev system is 39, 4 students who are in the category feel very satisfied by 58.2%. (3) the performance of teachers at SMK Muhammadiyah Pakem and SMK N 2 Depok after e-monev 65.9% is in the very good category in each component with an average of 85.8. The implementation of e-monev has been shown to significantly improve teacher performance with a t value of 12,543 and a significance value of 0.000.

**Tabel 2.1**

**Research Differences and Similarities**

| <b>No</b> | <b>Title</b>                | <b>Author</b> | <b>Year</b> | <b>Method</b>                   | <b>Result</b>  |
|-----------|-----------------------------|---------------|-------------|---------------------------------|--|
| 1         | Development of Online-Based | Yesi Andriani | 2018        | In his research, the researcher | The results of this study are a software product in the form |

|   |   |                           |      |   |  |
|---|---|---------------------------|------|---|--|
|   | Mathematics Tests using Moodle's Learning Management System (LMS) on cube room building material at SMP Perintis 2 Bandar Lampung |                           |      | uses the type of development research.  | of a website and student responses to both accept the online based math test.  |
| 2 | The use of google form as a lecturer performance appraisal tool in the PGMI study program, Muhammad Arsyad Al Banjari             | Hamdan Husein Batubara in | 2019 | this research uses descriptive analytical methods with data collection techniques in the form of questionnaires and documentation studies | The results of this study indicate that the procedure for developing a lecturer performance appraisal questionnaire in the learning process using GoogleFrom starts from the stages of planning, creating, publishing and providing instructions for use |
| 3 | Google Form Based E-Monev Implementation  | Ahmad Arif Dian Mulia,    | 2018 | This research is an evaluative research with  | The results showed that (1) the e-monev implementation system for the  |

|  |                                |  |  |                                |  |
|--|--------------------------------|--|--|--------------------------------|--|
|  | Teacher Performance Assessment |  |  | a formative model from Scriven | <p>assessment of teacher performance in learning at SMK Muhammadiyah Pakem and SMK N 2 Depok in general can be said to be good</p> <p>(2) the average value of student satisfaction with the e-monev system is 39, 4 students who are in the category feel very satisfied by 58.2%. (3) the performance of teachers at SMK Muhammadiyah Pakem and SMK N 2 Depok after e-monev 65.9% is in the very good category in each component with an average of 85.8.</p> <p>The implementation of Emonev has been shown to significantly improve teacher performance with a t value of 12,543 and</p> |
|--|--------------------------------|--|--|--------------------------------|--|

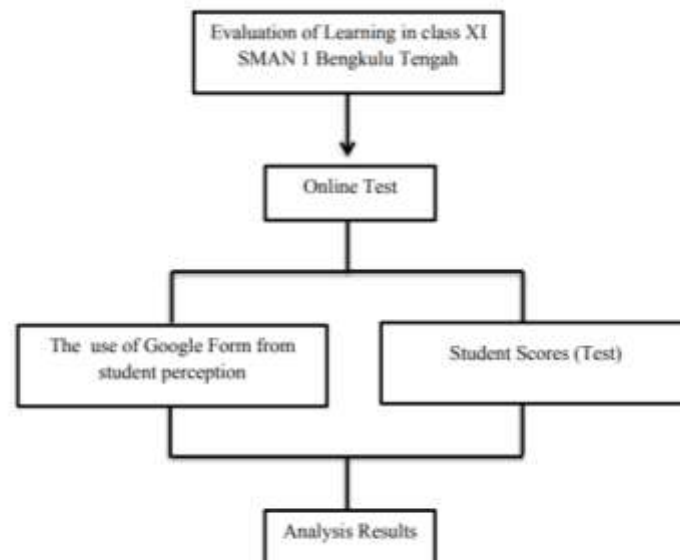
|  |  |  |  |  |                                |
|--|--|--|--|--|--------------------------------|
|  |  |  |  |  | a significance value of 0.000. |
|--|--|--|--|--|--------------------------------|

### C. Conceptual Framework

Teaching and learning activities carried out by a teacher have been designed in the form of a plan which is usually in the form of a learning device. The process of evaluating teaching and learning activities is included in it. Thus evaluation is a process of activities that have been planned in learning in order to measure the success of the learning process that has been carried out.

Evaluation is carried out by a teacher so that he knows the abilities of his students as learners. Evaluations that are considered to have objectivity requirements are in the form of tests. The test is a tool used to determine or measure the ability of students after learning.

Currently, a lot of learning evaluation developments are carried out in schools or other educational institutions. One of the development of student learning ability tests is via the internet or we call it online tests. The online test is an evaluation process carried out through the internet so that students can access it whenever and wherever they have the chance. The use of google form as an online learning evaluation tool means reducing fraud in the evaluation process and also helping the earth to remain sustainable, due to the savings in paper media.



**Figure 1.1**

**Conceptual Framework**

**D. Hypothesis**

Hypothesis is a statement that is a conjecture or guess about what we observe in an attempt to understand it. Hypothesis is a temporary answer to a problem that is being studied. The hypotheses of this study are as follows:

H0: Students prefer to use google forms in doing English exam questions

H1: Students do not like to use google forms in doing English exam questions

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Type of Research**

This study analyzes and explains the perceptions of students of class XI MIPA on the use of google form descriptively and supported by percentage figures. The type of research used in this study is a survey with a quantitative approach, where the phenomenon to be studied is an event that has passed or is in progress, in this context is a learning process.

According (Sugiyono ,2008, p. 6) reveals that the survey research method is used to obtain data from certain natural (not artificial) places, but researchers carry out treatments in data collection, for example by distributing questionnaires, tests, structured interviews and so on (the treatment is not like in this research). experiment). Furthermore, according (Arikunto ,2010, p. 3) explains that in descriptive research, researchers do not give special treatment to the object under study but describe or describe the circumstances, conditions or events that occur as they are. According (Sevilla ,1993, p.76) descriptive survey research method is intended to measure the existing symptoms without investigating why these symptoms exist (exist). So that in this study it does not take into account the relationship between the variables. The goal is to use the data we have obtained to solve the problem, rather than to test the hypothesis. This study describes purely the results of the observed

objects, then the data obtained are grouped against certain clarifications and then conclusions are drawn.

Survey also can be used to access needs, evaluate demand and examine impact (Sallant and Dillmant, 1994, p. 2). Isaac and Michael states survey research is used to answer question, that have been raised to solve problems that have been posed and observed, to assess need and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context (Isaac and Michael, 1997, p. 136).

Surveys use extensively in a library and information science to assess student outcomes learning about various subjects. Surveys represent one of the most types of science social quantitative research. In this research selected a sample of respondents from a population and give them a standard questionnaire. The type of survey used in the study was a cross-sectional survey. Cross-sectional surveys are used to gather information from the population at a point in time. Besides that documents also used as instruments in this research.

## **B. Place and Time of The Research**

The researcher conducted the research at grade of 11 SMAN 1 Bengkulu Tengah. Located on Jl. Raya Kembang Seri KM 12 Kec. Talang Empat,



Kabupaten Bengkulu Tengah. Distance from campus IAIN Bengkulu to the research site is about 20 minutes using two-wheeled or four-wheeled vehicles.

### **C. Population and Sample**

#### **1. The Population**

Population-based on Ary et al (2010,p. 148) population is all numbers of the well-defined class of people, events or object. The population in this study took all 11 grade students with a total 134 of students. Cowles and Nelson (2015,p. 2) states that data collection is the collect of information from individual samples through their responses to questions. Its mean the respondents answer question and the researcher get information they need.

#### **2. The Sample**

The sample is part or representative of the population studied (Arikunto, 2002, p.109). If the number of respondents is less than 100, the sample is taken all so that the research is a population study. Whereas if the number of respondents is more than 100, then the sampling is 10% - 15% or 20% -25% or more (Arikunto, 2002: 112). Some of the reasons for sampling are:

- a) The ability of researchers seen from the time, energy and funds,
- b) The narrow area of observation of each subject, because of this involving a lot of data,
- c) It is easier to distribute the questionnaire because it has been

determined the amount.

Based on this opinion, the sampling in This research is 20% of the existing population, because the total population exceeds 100 i.e. 140 students. Mean  $140 \times \frac{20}{100} = 28$ , so sample used in this study as many as 28 students.

The technique or retrieval used in this study is Purposive cluster random sampling, that is, each individual in population in each class must have a large probability already known to be clarified as an option in a research or rather as a sample in research. With Thus, a researcher can estimate the size of the error in sampling (Sampling error).

#### **D. Research Instrument**

##### 1. Questionnaire

In this research, the researcher use the questionnaire as an instrument to collect the data. Surveys in education often use test results, self-completion questionnaire and attitude scale ( Louis, Cohen., Lawrence Manio., and Keith, Marrison, 2007, p. 206) . According to Babbie, (2014, p. 262) questionnaire is form of a list containing questions and designed to obtain information needed by researcher. The type of research that provides a number of questionnaires to the respondent in order to obtain information needed by the researcher to answer a research question.

In this research the questionnaire will be used to determine student learning outcomes in learning English. The researcher adopted a questionnaire from Gardner's Attitudes and Outcomes learning. In the questionnaire there are 14 questions written in English and also translated into Indonesian to make it easier for students to understand and answer questions. Plus one decisive question related to the problem of students' language skills in learning English. In this questionnaire, students were asked to answer questions by choosing four categories SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree). Each student is given questions based on their opinions and feelings. In the question of language skills, the problem uses a Rating Scale. The data obtained were interpreted in a qualitative sense based on their opinion in the question.

**Table 2.1**  
**Questionnaire Indicators**

| No | Indicator   | Item Number     |
|----|---|-----------------|
| 1  | Google Form makes learning more interesting         | 11, 12, 13, 14  |
| 2  | Google Forms make it easier to understand questions | 1, 2, 3,4, 5, 6 |
| 3  | Google forms can be used anywhere                   | 10 9            |
| 4  | Google makes learning outcomes increase             | 7               |
| 5  | Google Forms makes discipline                       | 8               |

## 2. Documentation

This instrument is used to retrieve data data that supports research. According to Satori and Komariah, the definition of a document is a record of past events which is stated in the form of oral, written, and form works (Albi Anggito and Johan Setiawan, 2018, p. 145). In this study, the data includes the names of students as research objects, screenshots of learning evaluation questions, and data files of student scores from english teacher.

### **E. Data Collection Technique**

Ary et. All stated that survey research requires planning, implementation, and analysis if you want to produce reliable and valid information ( Donald, Ary., Lucy, Cheser. Jacobs., and Chris, Sorensen. , 2010, p. 378) . After the researcher got all the data collected from the questionnaire, the researcher calculated the results of the questionnaire using Microsoft Excel. The questionnaire used in this study was a closed questionnaire. In this questionnaire, students are asked to answer questions by choosing five categories: SA= 5, A = 4, N = 3, D = 2, and SD = 1. In this questionnaire, there are two categories of ten questions that are instrumental and integrative outcomes learning. So, the highest score in the statement item is 5 until the lowest is.

## F. Intrument Testing

### 1. Validity

Validity means the extent to which the accuracy and accuracy of a measuring instrument in carrying out its measuring function. Validity is a measure that shows the level of validity of an instrument. A valid instrument will have high validity, otherwise an instrument that is less valid will have low validity.

To determine the level of validity (accuracy) and reliability (reliability) of the instrument, the researcher tested the distribution of the questionnaire on other respondents outside the sample and then analyzed it. The validity formula used is the Person Product Moment correlation formula, with the following formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Keterangan:

r: Koefisien Korelasi

x: nilai skor butir

y: nilai skor total

N: Jumlah Responden

## 2. Reliability

To test the level of reliability of the instrument, the researcher used the split-half technique, namely by dividing or splitting odd-even items or initial and final halves. Reliability is a number that indicates the extent to which a measurement tool can be trusted or reliable.

Each hemisphere is correlated with the product moment and then continued with the Sperm-Brown calculation. To test the reliability (reliability) of the instrument, the researcher uses the following formula:

$$r_{tot} = \frac{2(r_{tt})}{1 + r_{tt}}$$

Keterangan

$r_{tot}$  = Reliabilitas keseluruhan item

$r_{tt}$  = Angka korelasi belahan pertama dan kedua

## G. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from questionnaires and documentation. The data that has been collected is then processed and then analyzed. The purpose of data analysis is to simplify the data into a form that is easy to read and interpret. The data obtained from the instruments analyze using the SPSS program. Quantitative data from the instrument analyzed in terms of validity, reliability, frequency, data normality, and regression analysis.

## H. Research Procedure

Research procedure In the operational implementation of the research, the following steps and activities are arranged:

1. Preparation, including: problem finding and problem identification, proposal preparation (making problem formulations, objectives, benefits, seeking theoretical foundations and determining hypotheses as well as methodology) proposal seminars as well as research proposals and instrument preparation.
2. Collecting data in the field or conducting research, including: finding suitable sources, conducting interviews, and collecting documents and looking for sources that can support the research.
3. Data management and analysis, at this stage the activities carried out include data reduction, data display, and drawing conclusions, data analysis is carried out after all data is collected.
4. Reporting research results, at this stage all research data findings are written down systematically and meaningfully.
5. Thesis Examination

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **D. Description of the Research Location**

##### **1. A Brief History of the Establishment of the School**

National Education aims to educate the nation's life and develop Indonesian people as a whole, namely humans who believe and are devoted to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a solid and independent personality and social and national responsibility. Therefore, education functions to develop capabilities and improve the quality of education and Indonesian human dignity in the context of realizing national goals.

SMA Negeri 1 Bengkulu Tengah is located in Bengkulu Tengah Regency, which is directly adjacent to Bengkulu City. SMA Negeri 1 Bengkulu Tengah was established in 1990, on a land area of  $\pm$  2.5 hectares. Until now, SMA Negeri 1 Bengkulu Tengah has 18 study rooms, 1 computer laboratory room, 1 biology laboratory, 1 physics laboratory, 1 unit of worship place, 1 library room, 1 principal's room, 1 administration room, 1 teacher's room, and some rooms are used for student activities, such as the OSIS room, UKS, Student Cooperative and so on.

The location of the school is on the edge of the main inter-provincial highway and is in a relatively safe school environment, this is



because the school is flanked by the Polsek office and the Talang Empat District Military Command office, where the school's relationship with these two security institutions is well established, and coordination is always carried out in efforts to increase the sense of security in schools. Located at the entrance gate to the capital city of Bengkulu province, it can be said to be a connecting area for the city of Bengkulu and Central Bengkulu Regency. SMA Negeri 1 Bengkulu Tengah was originally named SMA Negeri 1 Talang Empat, and in 2013 its name changed to SMA Negeri 1 Bengkulu Tengah.

**Picture 4.1**

**The Map of SMAN 1 Bengkulu Tengah**



## 2. School Identity

**Tabel 4.1**  
**School Identity**

|                             |   |
|-----------------------------|---|
| Name                        | SMA Negeri 1 Bengkulu Tengah  |
| NSS                         | 30.1.26.01.04.002   |
| NPSS                        | 10700303  |
| School Status               | State   |
| School Adress               | Jl Raya Kembang Seri KM 12, Desa Kembang Seri, Kecamatan Talang Empat, Kabupaten Bengkulu Tenga, Provinsi Bengkulu. |
| Telephone                   | (0736) 7312022  |
| Post Code                   | 38385   |
| E-Mail                      | <a href="mailto:sman1benteng@gmail.com">sman1benteng@gmail.com</a>  |
| Website                     | <a href="http://www.sman1bengkulutengah.sch.id">www.sman1bengkulutengah.sch.id</a>                                  |
| Bank Account Number         | Bank Bengkulu . 407.02.01.02779.0   |
| Name of Bank Account Holder | Eka Saputra, M.Pd   |

|  |                       |
|--|-----------------------|
| Accreditation Status                     | A (Superior)          |
| The Headmaster                           | Eka Saputra, M.Pd     |
| The Name of Vice Headmaster              |                       |
| 1. Academic Curriculum Affairs           | 1. Drs. H. Wasir Nuri |
| 2. Academic Development Affairs          | 2. Hariyantoni, M.Pd  |
| 3. Students Affairs                      | 3. Susilawati, M.Pd   |
| 4. Facilities and Infrastructure Affairs | 4. Gunardi, M.Pd      |
| 5. Public Relations Affairs              | 5. Paulina, SE        |
| The Head of Administration               | Siti Hasanah, SE      |
| Surface Area                             | 1.500 M <sup>2</sup>  |
| Building area                            | 1.008 M <sup>2</sup>  |
| The Head of School Committee             | Hamkasa, S.Pd         |

### 3. Vision and Mission

#### a. Vission

Developing, Full of Achievements in the Field of Science and Technology and IMTAQ Towards an Intelligent Generation of Character.

b. Mission

Become a forum for the study and development of science

Implement learning and guidance effectively, according to the applicable curriculum with a total commitment to innovation and creativity..

1. Realizing student satisfaction through excellence :
  - a. Conceptual Educational Product
  - b. Friendly, skilled and competent human resources..
2. A comfortable, quiet and beautiful learning environment with complete facilities.
3. Encourage and help each student to recognize his potential, so that it can be developed better.
4. Establish constructive partnerships with parents, other schools, relevant agencies, universities, and the community.
5. As a facilitator in helping and overcoming student learning difficulties.
6. Develop a representative library function towards an electronic library.

4. School Goals

Based on the Vision and Mission of SMA Negeri 1 Bengkulu Tengah, the objectives to be achieved within the next 4 years are as follows:

1. Growing appreciation of the religion adopted so that it can produce students who are devoted to God Almighty and have noble character.
2. Improving student achievement so that the average daily grades, report cards, and National Examination scores are better than in the previous year.
3. Students are able to express and appreciate beauty and harmony in individual and collective life.
4. Increase physical potential by cultivating healthy living and being able to filter out unhealthy lifestyles in the environment.
5. Helping students learn more effectively and efficiently according to the school curriculum with optimal services and complete facilities (Multi Media, Learning Software, Science Laboratory, Language Laboratory, Computer Laboratory, Library).
6. Improving student life skills in each subject through qualified and broad-minded teachers.
7. Develop students' creativity in the field of adolescent scientific research, subject olympiads, sports, arts, and religion.
8. Making schools that are of interest to the community with better achievements.

## 5. The State of the Teachers

**Tabel 4.2****The State of the Teachers**

| Number       | Status                       | Total     |
|--------------|------------------------------|-----------|
| 1            | Civil Servant                | 45        |
| 2            | Non-Permanent Teacher        | 0         |
| 3            | Foundation Permanent Teacher | 0         |
| 4            | Honor                        | 13        |
| <b>Total</b> |                              | <b>58</b> |

## 6. The State of the Students

**Tabel 4.3****The State of the Students**

| Number       | Grade | Total      |
|--------------|-------|------------|
| 1            | X     | 307        |
| 2            | XI    | 254        |
| 3            | XII   | 257        |
| <b>Total</b> |       | <b>818</b> |

## 7. Facilities and Infrastructure

**Tabel 4.4****Facilities and Infrastructure**

| Number | Facilities and Infrastructure | Total |
|--------|-------------------------------|-------|
| 1      | Class Room                    | 28    |
| 2      | Teacher's Room                | 1     |
| 3      | Headmaster's Room             | 1     |
| 4      | Vice Headmaster's Room        | 1     |
| 5      | Administration Room           | 1     |
| 6      | Conseling Guidance Room       | 1     |
| 7      | Library                       | 1     |
| 8      | Laboratorium                  | 4     |

**E. Data Analysis**

## 1. Validity Test

This study uses a quantitative method, the sample used in this study is class XI students of SMAN 1 Bengkulu Tengah for the academic year 2020/2021, through a questionnaire research instrument, namely the google form in evaluating learning English.

When the data for conducting meetings have been collected, then the research instrument is made in the form of a questionnaire. The steps taken were making a grid of research instruments, compiling research instruments in the form of questionnaires which were then delivered to respondents. Respondents who are trusted to provide an assessment of this research instrument amounted to 28 respondents who came from the research sample was class XI SMAN 1 Bengkulu Tengah. Then test the validity and reliability of the instrument, to find out whether the data can be valid or not.

The final work is statistical calculation and reporting of results. The questionnaire data that has been obtained from the respondents are then tabulated into a table that can be filled with all values and a number of data from the response data. This data tabulation is made to facilitate the next statistical calculation, namely to find out the trend value. Furthermore, the results of the calculations that have been analyzed are stated in the results of the research discussion.

The following data obtained from the results of filling out the questionnaire in the form of the total score of the questions that have been answered by the respondents



**Tabel 4.5**  
**Google Form Questionnaire Results**

| N<br>o | Respondent | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Tota<br>l |
|--------|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|-----------|
| 1      | X1         | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3  | 3  | 2  | 2  | 3  | 28        |
| 2      | X2         | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 42        |
| 3      | X3         | 3 | 3 | 4 | 4 | 3 | 4 | 2 | 3 | 2 | 3  | 3  | 2  | 2  | 2  | 40        |
| 4      | X4         | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 4  | 4  | 4  | 4  | 3  | 48        |
| 5      | X5         | 3 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 3 | 3  | 3  | 3  | 3  | 3  | 35        |
| 6      | X6         | 4 | 2 | 2 | 2 | 3 | 2 | 4 | 4 | 3 | 3  | 3  | 3  | 3  | 3  | 41        |
| 7      | X7         | 3 | 2 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 4  | 4  | 4  | 4  | 4  | 49        |
| 8      | X8         | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3  | 4  | 4  | 4  | 3  | 48        |
| 9      | X9         | 4 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 4  | 4  | 4  | 4  | 3  | 49        |
| 10     | X10        | 3 | 2 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3  | 3  | 3  | 3  | 2  | 35        |
| 11     | X11        | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 42        |
| 12     | X12        | 3 | 3 | 3 | 2 | 3 | 4 | 3 | 3 | 3 | 3  | 4  | 4  | 3  | 3  | 44        |
| 13     | X13        | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 4  | 45        |
| 14     | X14        | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3  | 3  | 3  | 3  | 3  | 41        |

|    |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |
|----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| 15 | X15 | 4 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 2 | 43 |
| 16 | X16 | 3 | 3 | 4 | 4 | 2 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 36 |
| 17 | X17 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 37 |
| 18 | X18 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 43 |
| 19 | X19 | 4 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 40 |
| 20 | X20 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 2 | 4 | 3 | 4 | 3 | 45 |
| 21 | X21 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 48 |
| 22 | X22 | 2 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 28 |
| 23 | X23 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 56 |
| 24 | X24 | 4 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 4 | 3 | 51 |
| 25 | X25 | 4 | 4 | 3 | 2 | 1 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 1 | 3 | 37 |
| 26 | X26 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 17 |
| 27 | X27 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 28 |
| 28 | X28 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 41 |

To find out the validity of the questionnaire items, then the questionnaire items are calculated using Ms.excel. like the table below:

Tabel 4.6

## The Questionnaire Items Are Calculated Using Ms Excel

|          | 1       | 2       | 3      | 4       | 5       | 6       | 7       | 8       | 9       | 10      | 11      | 12      | 13      | 14      | total |
|----------|---------|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| 1        | 2       | 1       | 1      | 1       | 1       | 2       | 2       | 2       | 3       | 3       | 3       | 2       | 2       | 3       | 28    |
| 2        | 3       | 3       | 3      | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 42    |
| 3        | 3       | 3       | 4      | 4       | 3       | 4       | 2       | 3       | 2       | 3       | 3       | 2       | 2       | 2       | 40    |
| 4        | 4       | 3       | 4      | 3       | 3       | 3       | 3       | 3       | 3       | 4       | 4       | 4       | 4       | 3       | 48    |
| 5        | 3       | 2       | 1      | 1       | 2       | 3       | 3       | 2       | 3       | 3       | 3       | 3       | 3       | 3       | 35    |
| 6        | 4       | 2       | 2      | 2       | 3       | 2       | 4       | 4       | 3       | 3       | 3       | 3       | 3       | 3       | 41    |
| 7        | 3       | 2       | 4      | 3       | 4       | 4       | 3       | 3       | 3       | 4       | 4       | 4       | 4       | 4       | 49    |
| 8        | 4       | 3       | 4      | 3       | 3       | 3       | 3       | 4       | 3       | 3       | 4       | 4       | 4       | 3       | 48    |
| 9        | 4       | 3       | 3      | 3       | 3       | 4       | 3       | 3       | 4       | 4       | 4       | 4       | 4       | 3       | 49    |
| 10       | 3       | 2       | 3      | 2       | 2       | 2       | 2       | 3       | 2       | 3       | 3       | 3       | 3       | 2       | 35    |
| 11       | 3       | 3       | 3      | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 42    |
| 12       | 3       | 3       | 3      | 2       | 3       | 4       | 3       | 3       | 3       | 3       | 4       | 4       | 3       | 3       | 44    |
| 13       | 4       | 3       | 4      | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 4       | 45    |
| 14       | 3       | 3       | 3      | 2       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 41    |
| 15       | 4       | 3       | 2      | 3       | 3       | 2       | 3       | 3       | 3       | 3       | 4       | 4       | 4       | 2       | 43    |
| 16       | 3       | 3       | 4      | 4       | 2       | 3       | 3       | 2       | 2       | 3       | 1       | 2       | 2       | 2       | 36    |
| 17       | 3       | 3       | 2      | 3       | 2       | 3       | 3       | 3       | 2       | 2       | 3       | 3       | 3       | 2       | 37    |
| 18       | 4       | 3       | 3      | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 43    |
| 19       | 4       | 3       | 3      | 3       | 3       | 2       | 2       | 3       | 3       | 3       | 2       | 3       | 3       | 3       | 40    |
| 20       | 3       | 3       | 4      | 3       | 3       | 4       | 3       | 3       | 3       | 2       | 4       | 3       | 4       | 3       | 45    |
| 21       | 4       | 3       | 3      | 4       | 4       | 3       | 3       | 4       | 3       | 3       | 3       | 4       | 4       | 3       | 48    |
| 22       | 2       | 1       | 1      | 1       | 1       | 2       | 2       | 2       | 3       | 3       | 3       | 2       | 2       | 3       | 28    |
| 23       | 4       | 4       | 4      | 4       | 4       | 4       | 4       | 4       | 4       | 4       | 4       | 4       | 4       | 4       | 56    |
| 24       | 4       | 4       | 4      | 4       | 4       | 4       | 3       | 4       | 3       | 3       | 3       | 4       | 4       | 3       | 51    |
| 25       | 4       | 4       | 3      | 2       | 1       | 4       | 3       | 2       | 1       | 2       | 3       | 4       | 1       | 3       | 37    |
| 26       | 2       | 1       | 1      | 1       | 1       | 1       | 1       | 1       | 2       | 1       | 1       | 1       | 1       | 2       | 17    |
| 27       | 2       | 2       | 2      | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 28    |
| 28       | 3       | 3       | 3      | 3       | 3       | 3       | 3       | 2       | 3       | 3       | 3       | 3       | 3       | 3       | 41    |
| r hitung | 0,77088 | 0,74281 | 0,7568 | 0,72932 | 0,87993 | 0,71658 | 0,76237 | 0,82291 | 0,57823 | 0,68815 | 0,69555 | 0,84311 | 0,83529 | 0,57703 |       |
| r tabel  | 0,374   | 0,374   | 0,374  | 0,374   | 0,374   | 0,374   | 0,374   | 0,374   | 0,374   | 0,374   | 0,374   | 0,374   | 0,374   | 0,374   |       |
| v/t      | v       | v       | v      | v       | v       | v       | v       | v       | v       | v       | v       | v       | v       | v       |       |

From the results of the calculation of the questionnaire that has been tested on 28 respondents, 14 questions of the questionnaire were declared valid.

## 2.The Reliability Test

The reliability test of the test questions in this study was using the SPSS version 28 Cronbach's alpha program, as shown in the table below:

Tabel 4.7

### Reliability Test Case Processing Summary

### Case Processing Summary

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 28 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 28 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

The case processing summary table shows the total cases tested and the number of valid case values.

**Tabel 4.8**

### Reability Statistics

### Reliability Statistics

| Cronbach's |            |
|------------|------------|
| Alpha      | N of Items |
| ,929       | 13         |

The reliability statistics table shows the results of the analysis of the reliability test with Cronbach's Alpha = 0.929 of . The reliability value of 0.929 is a moderate value. So this questionnaire is said to be consistent (reliable).

**Tabel 4.9**

### Item - Total Statistics

### Item-Total Statistics

|      | Scale Mean if<br>Item Deleted | Scale Variance<br>if Item Deleted | Corrected Item-<br>Total Correlation | Cronbach's<br>Alpha if Item<br>Deleted |
|------|-------------------------------|-----------------------------------|--------------------------------------|--|
| X01  | 34,2143                       | 50,249                            | ,713                                 | ,922                                   |
| X02  | 34,7857                       | 49,508                            | ,684                                 | ,923                                   |
| X03  | 34,6071                       | 46,914                            | ,707                                 | ,923                                   |
| X04  | 34,8214                       | 48,078                            | ,686                                 | ,924                                   |
| X05  | 34,8214                       | 46,522                            | ,860                                 | ,916                                   |
| X06  | 34,5357                       | 49,517                            | ,657                                 | ,924                                   |
| X07  | 34,7143                       | 51,101                            | ,718                                 | ,923                                   |
| X08  | 34,6429                       | 49,053                            | ,788                                 | ,920                                   |
| X09  | 34,7143                       | 52,730                            | ,529                                 | ,928                                   |
| X010 | 34,5714                       | 51,439                            | ,640                                 | ,925                                   |
| X011 | 34,4286                       | 50,254                            | ,611                                 | ,926                                   |
| X013 | 34,5000                       | 47,370                            | ,787                                 | ,919                                   |
| X014 | 34,6429                       | 53,127                            | ,521                                 | ,928                                   |

In this table we can see the change in Cronbach's Alpha value if each item is removed from the questionnaire. This can be used if it is felt that the Cronbach's Alpha value is still insufficient for the research concerned. From the above calculation, it is known that the reliability index value is  $0.929 > 0.6$ , the research results are declared reliable.

**Tabel 4.10****Model Summary****Model Summary<sup>b</sup>**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | ,063 <sup>a</sup> | ,004     | -,034             | 4,765                      |

a. Predictors: (Constant), RELIGION

b. Dependent Variable: AGRESITAS

**3. Test for Normality and Homogeneity****a. Normality Test**

The normality test was conducted to determine whether the sample under study was normally or not normally distributed, in this normality test the researcher used the SPSS version 28 program with the following data:

**Tabel 4.11****One-Sample Kolmogorov-Smirnov Test****One-Sample Kolmogorov-Smirnov Test**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 28                      |
| Normal Parameters <sup>a,b</sup> | Mean           | ,0000000                |
|                                  | Std. Deviation | 4,67589317              |
| Most Extreme Differences         | Absolute       | ,107                    |
|                                  | Positive       | ,107                    |

|  |                         |             |                   |
|--|-------------------------|-------------|-------------------|
|  | Negative                |             | -,088             |
| Test Statistic                           |                         |             | ,107              |
| Asymp. Sig. (2-tailed) <sup>c</sup>      |                         |             | ,200 <sup>d</sup> |
| Monte Carlo Sig. (2-tailed) <sup>e</sup> | Sig.                    |             | ,558              |
|  | 99% Confidence Interval | Lower Bound | ,545              |
|  |                         | Upper Bound | ,570              |

Based on the data above, if the value of  $\text{sig} > 0.05$  then the redual value of the normal distribution, so the normality data above  $0.570 > 0.05$  then the data above is normally distributed.

#### b. Homogeneity Test

Homogeneity test is a test carried out to find out that two or more groups of sample data come from populations that have the same variance or are homogeneous in this homogeneous test, researchers use the SPSS 28 program, with the following data :

**Tabel 4.12**

#### Tests of Homogeneity of Variances

#### Tests of Homogeneity of Variances

|       |                                      | Levene Statistic | df1 | df2    | Sig. |
|-------|--------------------------------------|------------------|-----|--------|------|
| Hasil | Based on Mean                        | 4,214            | 1   | 54     | ,545 |
|       | Based on Median                      | 3,760            | 1   | 54     | ,058 |
|       | Based on Median and with adjusted df | 3,760            | 1   | 39,963 | ,060 |
|       | Based on trimmed mean                | 3,904            | 1   | 54     | ,253 |

Based on the data above, if the significance value is  $> 0.05$ , then there is a homogeneous relationship. So the data value

above  $0.545 > 0.05$  then the data above has a homogeneous relationship.

#### 4. Product Moment Correlation Test

The Pearson correlation test aims to determine the level of closeness of the relationship between variables which is expressed by the correlation coefficient ( $r$ ), the type of relationship between the  $x$  and  $y$  variables can be positive and negative, the following is the product moment correlation test data using the SPSS 28 program:

**Tabel 4.13**  
**Correlations**  
**Correlations**

|              |                     | RELIGITAS | AGRESTIFITAS |
|--------------|---------------------|-----------|--------------|
| RELIGITAS    | Pearson Correlation | 1         | -,063        |
|              | Sig. (2-tailed)     |           | ,748         |
|              | N                   | 28        | 28           |
| AGRESTIFITAS | Pearson Correlation | -,063     | 1            |
|              | Sig. (2-tailed)     | ,748      |              |
|              | N                   | 28        | 28           |

Based on the above value, if the sig value is  $> 0.05$  then it is not correlated, if the sig value  $< 0.05$  then it is correlated, if the sig



value is raised to 0.05 then see r table (0.374) according to the table above, the sig value is  $0.748 > 0.05$  then The data above are correlated.

## 5. Hypothesis Test (T and F Test)

The t-test is used to determine whether the google form (x) has an effect on learning outcomes (y).

From the output processed through SPSS 28, it can be calculated t count:

**Tabel 4.14**

### Coefficients

#### Coefficients<sup>a</sup>

| Model |            | Unstandardized Coefficients |            | Standardized         | t      | Sig.  |
|-------|------------|-----------------------------|------------|----------------------|--------|-------|
|       |            | B                           | Std. Error | Coefficients<br>Beta |        |       |
| 1     | (Constant) | 76,669                      | 4,575      |                      | 16,758 | <,001 |
|       | RELIGION   | -,036                       | ,110       | -,063                | -,324  | ,748  |

If the value of T count  $>$  T table,  $16,758 > 2,048$  then this number shows that Google Form has an influence on student learning outcomes, The F test is used to determine whether the google form (x) has an effect on student learning outcomes (y).

**Tabel 4.15****Anova****ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df | Mean Square | F    | Sig.              |
|-------|------------|----------------|----|-------------|------|-------------------|
| 1     | Regression | 2,387          | 1  | 2,387       | ,105 | ,074 <sup>b</sup> |
|       | Residual   | 590,327        | 26 | 22,705      |      |                   |
|       | Total      | 592,714        | 27 |             |      |                   |

If the value of sig is  $0.074 > 0.05$ , then this number indicates that the song media has an influence on student learning outcomes.

Based on the results of the t-test analysis, If the value of T count  $>$  T table, 16, Based on the Questionnaire Statement, it was distributed to 4 XI classes with a sample of 28 students from XI MIPA 1, XI MIPA 2, XI MIPA 3, XI MIPA 4 .

Statement Number 1 about "Google Form makes it easier for me to do English exam questions" 12 students answered strongly agree, 12 answered agree, 4 disagreed, and no students answered strongly disagree. That means that with the google form it makes 24 students easy to work on the questions given by the teacher in English subjects, but there are still students who still find it difficult to work on questions with the google form. This statement is also in accordance with the data on the English test scores of students getting a score of 78 - 87, only 4 students who got a score of 68 – 71

Statement Number 2 regarding "English exam questions presented on Google Form are relevant to the material that students have studied" 3 students answered strongly agree, 17 students answered agree, 5 students disagreed, and 3 students strongly disagreed with the statement This means that students feel that the questions presented are relevant to the material that has been conveyed by the teacher in English subjects.

Statement Number 3 "Google Form makes it easier for me to answer English listening exam questions" 9 students answered strongly agree, 11 answered agree, 4 answered disagreed, and 4 answered strongly disagree. with the google form, most students find it easy to answer listening, because on google the audio listening form is displayed directly on the screen and can play it whenever students want to listen

Statement Number 4 Google Form makes it possible to clearly read the English dialogue in the pictures presented on the exam screen" 5 students answered strongly agree, 13 students answered agree, 2 disagree, 1 strongly disagree. This means that with the Google Form, students are easier and clearer when reading the dialogue that is located on the image, not blurry like on paper.

Statement Number 5 Google Form made me understand the content and intent of the text on the English exam questions "4 students answered strongly agree, 15 students answered agree, 5 answered disagreed, 4 students answered disagree. This means that with the google

form students are easier to understand the content and text, but there are also students who do not understand.

Statement Number 6 "Answer options are presented to answer the exam questions on google form according to previous learning" 8 students answered strongly agree, 12 students answered agree, 7 students answered disagree, 1 student answered strongly disagree. From these answers, it can be interpreted that many students have the answer options on the google form according to the learning material and none of them deviate. However, there are still some students who feel that there are still answer options for questions that are not in accordance with the learning material.

Statement Number 7 "Google Form made me achieve high scores in the English exam" 2 students answered strongly agree, 19 students answered agree, 6 students answered disagree, 1 student answered strongly disagree. Based on these data, it shows that many students with the google form make their English test scores high.

Statement Number 8 "Doing English exam questions with Google forms makes me a time-disciplined person" 5 students answered strongly agree, 15 students answered agree, 7 students answered disagree, 1 student answered strongly disagree. based on these data with the google form, more students become disciplined people in working on English exam questions on google form Number 9 "Opening English exam questions on the google form is very easy, no need to use many applications" 2 students

answered strongly agree, 19 students answered agree, 6 students answered disagree, 1 student answered strongly disagree

Statement Number 10 "I can open an online English exam on google forms on all communication devices (such as cellphones, laptops, and computers)" 4 students answered strongly agree, 19 students answered agree, 4 students answered disagree, 1 student answered strongly disagree . Based on this data, the existence of Google Form makes it easier for students to take online exams, because accessing Google Forms is enough with communication media software such as cellphones, laptops, and computers,

Statement Number 11 "The display of English exam questions on Google Form is very attractive in color" 8 students answered strongly agree, 16 students answered agree, 2 students answered disagree, 2 students answered strongly disagree. based on these data, many students like the look of sal on google form, because of the attractive colors.

Statement Number 12 "The writing in the Google Form is clear and easy to understand" 10 students answered strongly agree, 12 students answered agree, 5 students answered disagree, 1 student answered strongly disagree. Based on these data, with Google form students, it is easier to understand the writing on the questions presented through the Google form

Statement Number 13 "Online exams using Google Forms are more interesting than other online media" 9 students answered strongly agree, 12 students answered agree, 5 students answered disagree, 2

students answered strongly disagree. Based on these data, students prefer to work on questions on Google Forms compared to other electronic media.

Statement Number 14 Google form background makes me excited in the test” 3 students answered strongly agree, 18 students answered agree, 7 students answered disagree, 0 students answered strongly disagree. Based on these data, the existence of Google From makes many students more enthusiastic in working on questions.

## **F. Discussion**

Learning media is everything related to software and hardware that can be used to convey the content of teaching materials from learning resources to individuals and groups (Tamba, 2012, p.23). The learning functions according to Sudrajat (Fitra and Lestari, 2017, p.16) are:

- a) Learning media can overcome the limitations of experience (can be done visually) by students;
- b) Learning media can go beyond the limitations of the classroom (ICT);
- c) Learning media allows direct interaction between students and their environment;
- d) Media generate motivation to learn. One of them is google forms problem.

Google form is an application in the form of a worksheet in the form of a form that can be applied using a personal G-mail account

address. The form of storage is in the form of Google Drive and other applications in the form of Google Sheets, Google Docs and others.

The results from the Google Form can be downloaded using the Spreadsheet application where the application can save the response results in the form of Ms. Excel. With this, the data that has been stored into Ms. Excel will be easily accessed by subject teachers and homeroom teachers in the process of processing the final evaluation score.

From the results of the questionnaire that has been distributed to 11th grade students of MIPA, that Google Form received a very good response so that it has the following data:

**Table 4.16**  
**Questionnaire Item**

| <b>Item</b>     | <b>Percentage</b> |
|-----------------|-------------------|
| Interest        | 64,3 %            |
| Convenience     | 60,7 %            |
| Increased Score | 67,9 %            |
| Time Discipline | 53,6 %            |

Based on the table above, it can be concluded that the use of Google forms in evaluating learning has a level of convenience of 64.3%, speed of 60.7%, practicality of 67.9% and efficiency of 50.6%. From these results, it is known that many students prefer to use Google Forms in

doing exams, because Google Forms are attractive, provide convenience, increase test scores, and become disciplined in doing exams.

Basically evaluation has the meaning of an activity to give values or considerations in accordance with predetermined criteria to obtain objective and accurate evaluation results with results in the form of quantitative or qualitative information.

Law number 20 of 2003 article 39 paragraph 2 concerning the national education system states that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, as well as conducting research and community service, especially for educators. Learning evaluation is a professional competence of an educator.

The evaluation referred to in this study is a learning evaluation in the form of an objective learning outcome test (Dichotomously scored item) which is used in the form of objective-based questions using Google Form docs.

Based on the results of the t-test analysis, if the value of T arithmetic  $>$  T table,  $16,758 > 2,048$  then the number indicates that Google Form affects student learning outcomes, F test is used to determine whether google form (x) affects student learning outcomes (y) . Based on the data, if the significance value is  $> 0.05$ , then there is a homogeneous relationship. So the data value above  $0.545 > 0.05$  then the data above has a homogeneous relationship. This shows that there is a positive



relationship between the application of google form with student learning outcomes. This means that the higher the level of use of Google Forms, the students' English scores will increase. Conversely, the lower the use of Google Forms, the student's grades will also decrease.

So it can be concluded that by using the google form students prefer to use the google form because the score increases to a higher level.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of research data analysis and hypothesis testing that have been stated in the previous chapter, the conclusion that can be drawn from this research is that the use of google form has an impact on student learning outcomes. this is evidenced by the fulfillment of the hypothesis that the result is  $16,758 > 2,048$  then this number shows that google form provides an increase in the value of students' English subjects,

This means that the higher the use of google forms, the test scores will increase. Conversely, the lower the use of Google Forms, the test scores will decrease. in other words, it can be interpreted that the high and low student learning outcomes in English subjects can be explained by the high and low use of the google form.

#### B. Suggestion

By looking at the results of research which shows that the use of google forms has an impact on the value of students' English subjects. The suggestions for the results of this study:

1. Suggestions for students are expected to be able to use and utilize the google form as well as possible in working on the questions that have been given by the teacher.

2. Suggestions for further researchers, are expected to examine more sources and references related to the application of the google form so that the results of the research can be better and more complete than previous research.

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