

# **The Use of Google Form Application as Students Worksheet in Reading Descriptive Text at The Seventh Grade of SMP Muhammadiyah 3 Medan**

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## **ABSTRACT**

The objective of this study are to identify the purposes of using Google Form by the teachers, and to investigate how google form is used by the teachers at the the seventh grade of SMP Muhammadiyah 3 Medan. To achieve these purposes the researcher used qualitative research design. The subjects of the study are two teachers of English of SMP Muhammadiyah 3 Medan. Techniques of data collection were observation and interview The findings show that purposes of using google form are : *to save more time in doing quiz questions, to saves paper, to make learning process easier and more practical, to get the mark quickly, the marks given by the teachers objective and automatic.* The steps taken by the first teacher were not similar to the steps taken by the second teacher. The steps of the first teacher were (*open a Gmail account , type the title of the questionnaire in the formless title , describe the purpose of making the questionnaire in the form of description section, click the purple forms icon after opening it, choose a blank worksheet, make a question on the writing on the writing of an untitled question,choose the option that has been provided by the Google Form, lock the question so turn on the option “ must be filled “ if the question must be filled, edit and format a form quiz, send questions into the Google Classroom, and the last is the result of students worksheet form’s Google Form )* while the steps of the second teacher were (*open a Gmail account, choose the answer option to the right of the question, turn on the option” must be filed “if the question must be filled ,*

*choose a question options in the Google Form, give the score in the form , type the title of the questionnaire in the formless title, send questions into the classroom and the last step is open the spreadsheet to know the result of students worksheet in the Google Form)* First teacher took the steps, however both of them inserted google form into Google Classroom.

**Keywords:** *Qualitative Descriptive, Google Form, Reading Descriptive Text, Junior High School.*

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## **I. INTRODUCTION**

### **A. Background of The Study**

The technology development has effectively transformed traditional education into a more sophisticated educational system ( Di Vaio et al 2020). The use of technology seems almost clear in current educational methods, where by using modern technology educators have made use of digital electronics the goal in order that they can achieve the goal of teaching and learning efficiently.

The expansion of technology has affected the education system due to several positive effects such as (a) technology can increase test scores, grades and overall student learning (Bain & Ross 2000), (b) increase knowledge and opportunities (Tienken and Wilson 2007), and (c) motivate students in the learning process (Spiers, 2008). The use of technology brings advantages in several aspects. The positive effects of technology in education is also seen in constructing assessments, as suggested by (Spiers, 2008) that most students use technology in the learning process in terms of listening to teacher explanations and working on students worksheet. Regarding this statement , the teacher try to use technology as a tool in learning. They started giving assessmentsonline.

Google form is one of the student learning media applications. This application is design for students by which it can meet freely. This application has a variety functions and uses (Zaena 2011, J. Simarmata, A. Djohar, J. Purba, and EA Juanda ,2018). Currently, Google Form is the most preferred choice by teachers for designing online assignments for students because they help teachers develop quizzes and surveys. Google Form can be used for a variety of productivity tasks. Several reasons for using Google Form for student assignments are stated about its advantages, such as providing various types of questions, implementing validation options, seeing student progress, etc. This feature allows teachers to design various types of tests. This positive effect supports teachers to design tests based on their needs. In designing grammar tests, teachers may have several options for constructing good test items before they are given to students. Creating a grammar test can be applied in many ways. It is possible for the teacher to design the grammar test on multiple choice questions or even essays, it can be applied via Google Form (Debata, 2013).

The benefits of Google Form, described above as encouraged the researcher to identify the purposes of using google form by the teachers and to investigate how the teachers English at The seventh grade of SMP Muhammadiyah 3 Medan. The result of this researched will be beneficial for the students, teachers English and further researchers as well.

## **II. REVIEW OF LITERATURE**

### **1) Educational Technology**

In this Globalization era modern technology has resulted a lot of changes in this aspects of life. Such as in economic activities, social activities and communication activities. Including in education. These changes bring fast development in those fields. In education modern technology develops which is usually popularly named e – learning. Recently the term education, technology is very popular. It becomes very important and widely used in the process of teaching and learning. Education Technology developed in education is commonly known e - learning. There are so many applications created through the internet, which can help teachers carry out teaching through online , meaning, students do not have to come to the classroom, and so do the teachers. They can stay at home while studying (Kumar, 2021 ).

### **2) Definition of Google Form**

Google Form is an application provided by Google in a free way (free) to meet user needs in the form of templates and has various functions and uses (Zaenal, Ali, 2011). Previously, regarding the use of Google Form in giving assignments, including mentioning, its attractive appearance so it's easy to provide assessments can increase student motivation and interest in learning (Batubara H and Ariani, D, 2016). Google Form is a free application with survey technology. The application is designed to quickly transmit questionnaires or surveys and receive data in a very timely and arranged fashion (Gavin, 2019). This is one of the fastest process data collection applications. Once the data are compiled into the google sheet, users can draw charts, graphs and tables to visually present the collected data ( Weber, 2018). The application can also value the organized data.

### **2.1.1 Steps in Google Form**

According to Naili Rohmah, Mohamad Hariyono, Muh Shofiyuddin (2018) the steps of creating the Google Form are as follows:

- 1) Create a Gmail account; for beginners, a laptop or computer is advised for ease of usage.
- 2) From 9 points, click on the box-shaped Google application symbol next to your Gmail account's profile photo.
- 3) Select the purple forms icon from the drop-down menu.
- 4) After you've opened it, select a blank worksheet.
- 5) In the formless title, type the questionnaire's title.
- 6) In a description section, state the goal of creating the questionnaire.
- 7) Ask a question about how to write an untitled query
- 8) Select the appropriate response choice from the drop-down menu to the right of the question.

- 9) If the question must be answered, turn on the "must be filled" option.
- 10) If the question should be erased, the trash image can be clicked.
- 11) If you want to copy and paste the question and answer on the number after that, select the duplicate icon.
- 12) When you're done, click the eye image to see a preview of the questionnaire's results.
- 13) If the questionnaire is complete and ready to be disseminated, click the send button.
- 14) The send button's command box contains a menu option to abbreviate the URL.
- 15) Take a screenshot of the URL, then send it via email or social media.
- 16) Digital questionnaires based on Google Forms are available and can be used.

### **2.2.2 The Purposes Of Google Form**

According to Nguyen et al (2018)

1. Google Forms can be graded automatically
2. A summary of all answers can be seen directly under the "responses" tab in Google Forms,
3. Google Forms questions aren't just for multiple choice answers; they may also be used to elicit deeper thought. of students where they need to do more than just click to answer.

Nguyen et al ( 2018 ) , three purposes of using google form, namely to help grading students work automatically, to see the summary of the students answer easily and automatically and to facilitate students giving free responses, rather than multiple choice only, rather than only multiple choice.

### **3) Students Worksheets**

Students' worksheets are one in every teachers can employ a variety of learning media to pique students' interest in learning, from adding learning lessons to strategically presenting graphics. (Bhakti YB and Haryonik Y, 2018). In addition to student interest in learning, The ability of pupils to communicate mathematically is crucial while learning mathematics.

Similar to Bull (2008), the definition of a worksheet is a sheet question that must be answered, usually in the space provided. According to Palepong (2001) the definition of worksheets is a sheet given to students in class or carrying out teaching and learning activities. Papers that provide information and instructions from the teacher or the application of learning values to achieve goals. Therefore, teachers should avoid photocopying worksheets of poor quality. Students worksheet must provide sufficient space to answer so that students are not forced to write illegally.

#### **4) Nature Descriptive Text**

##### **4.1 Definition of Descriptive Text**

Bima and Kurniawan in Hami (2011) state that the text descriptive is text that states what a person or thing looks like. Its purpose is to describe and express people, places, or certain objects.

Descriptive text describes a lot of information about people, things, and specific people with clarity and attention to detail. Furthermore, according to Puguh (2011), descriptive writing is text that describes how a person or object seems. Its goal is to disclose and characterize a certain person, location, or item.

##### **4.2 The Structure of Descriptive Text**

Writes Hammond (1996). "Descriptive language contains two general forms, namely identification and description,"

Identification According to Adelstein and Pival (1976), identification is limited to statistical data such as height, weight, and age, as well as physical traits such as hair, complexion, and eyes, and identifying markings such as scars and birthmarks.

Kurniawan (2007), declare that the following linguistic characteristics are used in a descriptive text:

- a. Concentrate on a single participant as the primary figure
- b. Use the present tense as the main tense,
- c. Frequently use connecting verbs or relational processes (is, are, has, have, belongs to) to classify and describe the appearance or attributes, as

well as the pieces or functions of phenomena (is, are, has, have, belongs to).

- d. In the text, use action verbs, material processes, and behavioral processes to provide more explanation of the participants' actions and behaviors.
- e. When describing feelings, use a mental verb or mental process.
- f. When describing anything, use the nominal group often.
- g. To offer a more complete description of the issue, use adjectives and adverbs to add information to nouns and provide information to verbs.
- h. Add further information regarding manner, place, or time with adverbial phrases, which are occasionally realized in an embedded sentence that serves as a situation.

### **III. RESEARCH METHODOLOGY**

The data of this study were collected by using two strategies. they were observation and interview. To support data collection from classroom observations. Interviews were conducted before the observations process. Researcher wanted to know their reasons are of using Google Forms and what the function of Google Form. Observations were specifically made at Muhammadiyah 3 Medan. During the observations, the researcher took video of students worksheets by teachers using Google Form to test the students. These aimed add obtaining data to answer the second problems of the research. The data were analyzed in descriptive qualitative research as suggested by Miles, M.B , Huberman, A.M, & Saldana, J. 2014) with the steps data reduction, data presentation, and generating conclusions or verification are the three tasks.

### **IV. RESEARCH FINDINGS AND DISCUSSION**

#### **A. Findings**

The objective of this research are investigating the teachers of SMP Muhammdiyah 3 Medan and to identify the purposes of using the Google Form by teachers. The data from interview and observation. The researcher analyzed and drew conclusions from according to by (Miles, M.B, Huberman, A.M, & Saldana, J, 2014) specifically, data reduction, data display, and conclusions are drawn.



1. The result of data analysis show that, purposes of use Google Form were :  
From the first subject , *the use of the Google Form helps students to save more time in doing quiz questions and saves paper so that it can be said that by makingthis Google Form it can make learning easier and more practical in doing it.* Andsame as from the second subject *to save more time in doing quiz questions,to saves paper, to can make learning process easier and more practical, toget the mark quickly, the marks given by the teachers objectively and already automatic.*
2. The first teacher followed nine steps, namely : *(open a Gmail account , describe the purpose of the questionnaire , opening the purple icon, making the title form in the formless title, choose the option for question, lock the question, edit and format form quiz , send question, the result of students worksheet )*. She didn't follow exactly the steps suggested by Naili Rohmah ( 2018 ). In addition, the series of the nine steps taken by thefirst teacher were not exactly similar to the theory. Six teen steps of Naili Rohmah. The Google Form use by the first teacher was inserted to Google Classroom while the Google Form suggested by Naili Rohmah separated from Google Classroom. Differently, the researcher found out that the second teacher, for the second teacher followed eight steps, the steps were *(login Gmail account, click button purple, lock the key answer, give pointto the question, select the right if turn on the option" must be filed "if the question must be filled, give the title, send questions into the classroom thelast step is open the spreadsheet to know the result of students worksheetin the Google Form )*. She didn't follow all the steps suggested by Naili Rohmah. In addition the Google Form used by the second teacher was inserted to the Google Classroom while the Google Form used by Naili Rohmah stands by selves. The steps taken by the first teacher were not similar to the steps taken by the second teacher. However both of them inserted Google Form into Google Classroom.

## **B. Discussion**

The findings of the researcher are to save more time in doing quiz questions, to save paper, to make learning process easier and more practical, to get the mark quickly, the marks given by the teachers objectively and already automatic. This purpose is relevant to Nguyen et al (2018) theory. It means that the findings of this research can support Nguyen et al's ideas about purposes of using Google Form. In relation to the way the teachers use Google Form, the two teachers used Google Form combined with Google Classroom, while Iqbal's research found out that the teachers use Google Form. The researcher has founded findings, the ways how the teachers use Google Form and the purposes of using Google Form. In relation to the way the teachers use Google Form, the two teachers used Google Form combined with Google Classroom, while Iqbal's research found out that the teachers use Google Form. Naili Rohmah (2018) used Google Form itself. The steps taken by Naili Rohmah are different from the steps of the two teachers. It is clear that, there is no single way of using Google Form. Teacher can create their own ways or steps.

## **V. CONCLUSION AND SUGGESTION**

### **A. Conclusion**

The goal of this research is to discover the purpose of using Google Form by the teacher and investigating the teachers of SMP Muhammadiyah 3 Medan use Google Form in teaching reading descriptive text to grade 7 students in the first semester of 2021/2022 academic year.

1. The researcher found out that the purposes of use Google Form were : From the first subject , *the use of the Google Form helps students to save more time in doing quiz questions and saves paper so that it can be said that by making this Google Form it can make learning easier and more practical in doing it.* And same as from second subject *to save more time in doing quiz questions, to save paper, to make learning process easier and more practical, to get the mark quickly, the marks given by the teachers objectively and already automatic.*
2. The first teacher followed nine steps, namely : *open a Gmail account , describe the purpose of the questionnaire , opening the purple icon, making*

*the title form in the formless title, choose the option for question, lock the question, edit and format, send question, the result of students worksheet form's google form. Google Classroom, and the last is the result of students worksheet form's Google Form. She didn't follow exactly the steps suggested by Naili Rohmah ( 2018 ). Differently the researcher found out that the second teacher. The second teacher followed eight steps, the steps are (open a Gmail account, choose the answer option to the right of the question, turn on the option" must be filed "if the question must be filled , choose a question options in the Google Form, give the score in the form , type the title of the questionnaire in the formless title, send questions into the classroom, and the last step is open the spreadsheet to know the result of students worksheet in the Google Form).*

## **B. Suggestion**

Based on the conclusions above, the researcher wants to provide suggestions that are expected to be carried out as well as input for related parties related to learning at school, so as a follow-up this study is suggested as follows.

### 1. Teachers

For teachers, suggested to be brave enough to use google from when teaching English particularly reading and enjoyable to use.

### 2. Students

For students, to be more active and passionate in the school's learning, which is done via learning.

### 3. Further Researcher

For further researchers, also suggested that for the researchers carried out other researchers related to e- learning activity in teaching other language skills.

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