

## **Using Google Forms for Online Listening Test: Does It Work?**

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**Abstract.** *The major objective of this study was to investigate the use of Google forms in giving listening comprehension test and knowing the students' responses toward online test by using Google forms. From this study, it is also hoped that it can provide information to English teachers or lecturers who teach listening subjects about how to use Google form and how to upload audio and video in this online platform. The methodological approach taken in this study was a descriptive qualitative method. Data for this study were collected using observation, students' listening comprehension tests, and open-ended questionnaires. The participants of this study were 62 students in one English education program of one university in Bandar Lampung. In summary, the results in this study indicate that the students have positive responses toward the use of Google form in the listening comprehension test. It can be seen from their response and their answers to the questionnaire given, the result of observation of using Google forms, and the result of their listening comprehension test, the majority of the students, got good scores. The average score of the test was 77,74. The median of the score was 80.*

**Keywords:** *assessment, google forms, listening comprehension, students' response.*

### **A. INTRODUCTION**

Many things have changed in the 21st century that requires us to adapt to technology and remote systems. Hamiti & Blerim Reka (2012) state that education, industry, social philosophy, psychology, culture, political philosophy, as well as in human behavior follows this disruption era. The teachers and instructors are currently facing unprecedented changes, with often larger classes, more diverse students, demands from governments and employers who want the

development of graduates who are ready for facing the world of work, who can face continuous change of technology. To deal with these changes, teachers and instructors need a theoretical and knowledge base that will provide a solid foundation for their teaching, no matter what changes or pressures they face (Dousay, 2015).

However, these rapid changes are having a severe effect on the teaching-learning process. As educators, we must be able to adjust to the development of existing technology. According to Marcus-Quinn (2013) in (Wahyuni, 2018), technology can enrich the learning environment by transferring teaching instruments toward user-centered.

In the education aspect, using information technology is quite familiar implemented to support the successful teaching-learning process. It starts from using computers, software, and online learning material, then continuously using various applications to support blended learning of flipped. Also, the use of interactive technology in classrooms or known as remote learning, has increased in the last decade. Primarily since the outbreak of Coronavirus (Covid-19), the government has held locking in almost all regions. Because of this, many activities are carried out using the online system, including teaching and learning activities.

Ko and Rossen (2004) in (Dawley, 2011) state that teaching online means putting on a course partially or entirely through an electronic communication network that connects computer networks and organized computer facilities throughout the world by telephone or satellite. Dawley (2011) argues that online learning gets support because this learning can be carried out anywhere and anytime. Online learning is a cost-effective approach and also gives students equal opportunities to learn, which can lead to greater participation by students.

Learning technology is practically used in the design, development, utilization, management, and evaluation of processes and learning resources. Learning technology covers from the beginning of learning activities to the evaluation stage. Evaluation is still often a part of tiring learning activities. Most teachers or lecturers have problems in evaluating students' assignments and test, especially for the essay test. Also, recently, teachers were required to provide online evaluations.

There are various kinds of technologies that emerge today, such as; elemental devices that are interrelated in the electronic selection, audience response, personal response, and fundamental devices in-class responses. Classroom response systems are systems that use technology such as smartphones and tablets to collect and aggregate student responses instantly, which can be used to collect direct feedback in response to questions raised by instructors. Three activities use a class response system: presentations and questions, student responses and displays, and data management and analysis. Chaiyo & Nokham (2017) conclude that at this time, some many applications and websites can be used by teachers and instructors in giving quizzes and polls to students. Some of them are; Kahoot, verso, Google form, Quizizz, etc. And now, many universities have adopted this tool for online education.

Raden Intan University has used ICT and implemented some teaching-learning process applications since several years ago, especially in the English Education Department. It is hoped, there will be an improvement in language learning because the lecturer can choose and select the appropriate learning materials or applications that fit better to the students' needs according to their age, level, and abilities. One of the skills that must be mastered by the English Education Department students is listening.

In this research, the researcher was interested in investigating Google forms as a tool for Listening online tests and evaluate students' feedback or responses after use it.

### ***Listening Skill***

“Listening comprehension is the process of one individual perceiving another via sense, (specifically aural) organs, assigning a meaning to the message and comprehending it” (Prof, Kutlua, & Erman, 2013). Brown and Yule (1983) in (Abbas Pourhosein Gilakjani & Sabouri, 2016) argue that listening comprehension means that a person can understand everything that he/she has heard. He/she can learn about the text that he/she hears, and he/she will appreciate it. As additional (Abbas Pourhossein Gilakjani & Ahmadi, 2011) states that listening comprehension is; theoretically, it is an active process where individuals must concentrate on specific aspects of aural input, form the meaning of parts of the text, and listeners must be able to relate what they hear to existing knowledge. This theory was supported by Nadig (2013)in (Abbas Pourhosein Gilakjani & Sabouri, 2016), he states that listening comprehension is a process of understanding of spoken language. This includes how someone can know the voices of speech or speech sound, understand the meaning of individual words, and understand the syntax of sentences.

Also, Listening comprehension is associated with existing knowledge in a person (*schema knowledge*), the listening process can be grouped in the categories *Top-down* and *Bottom-up*. *Top-down* is a listening activity that involves a person's background knowledge. In its application, the Top-Down and Bottom-Up strategies in Pre-listening, While-listening, and Post-listening activities. In the Pre-listening activity, the activity that is built that the learner can connect the

context of what is heard with the background knowledge possessed. In the While-listening activity, students have to predict what words and sentences what is important and not important to pay attention to in order to encourage students to understand what they have heard. In post-listening activities, students are encouraged to be able to respond to what they hear. Overall, learning activities are expected to improve students' ability to listen to understanding in class. Based on the above theory, it can be concluded that listening comprehension is the ability of a listener to be able to understand and associate what he hears with existing knowledge.

There are some major problems that learners face with listening comprehension. According to Underwood (1989) in (Abbas Pourhosein Gilakjani & Sabouri, 2016), he states that there are several obstacles in the process of learning effective listening comprehension. First, the listener cannot control the speed of the speaker. The biggest problem with listening comprehension is that the listener cannot control how fast the speaker speaks. Second, the listener cannot repeat the words heard from the speaker, and this can cause difficulties for them. Students cannot playback parts of the recording. Only the teacher can decide what and when to repeat listening to the text, but it is complicated for the teacher to know whether they have understood what they have heard. Third, the listener does not have high vocabulary knowledge. The speaker can choose difficult words where the listener cannot recognize the words. When the listener listens to the strange words it may stop them from listening to the continuation of the sentence from the speaker they are listening to and thinking about the meaning of the word for a while and skipping the next part of the speech. Fourth, the listener may not have contextual knowledge. In general knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes understand the meaning that arises from a passage. Still, they can have many problems

understanding the overall meaning of a thing unless they are familiar with it. Fifth, it is tough for the listener to concentrate on the text being heard. Sometimes a short time lag in the process of listening to the speaker's sentence can prevent an understanding of what they have heard from the speaker. If the sentence from the speaker is attractive to the listener, then students will be more comfortable to be able to concentrate on what they hear.

### ***Google Forms***

Google Forms is an application in Google Docs, an application of a template form or a worksheet that can be used alone or together to obtain information from users. This application works inside the Google Drive cloud storage and other applications such as Google Sheets, Google Docs, and other enrichments. (Chaiyo & Nokham, 2017) concluded that Google Forms are computer programs or software designed to carry out specific tasks based on an integrated web that can be used to facilitate the online survey, questionnaire, and quiz design with a user-friendly interface process. The format from Google Form is straightforward to understand and use, and it is available in many languages. One of the requirements in using it, the users are required to have a Google account. Then, Google forms are shared via Google mail, and all comments or responses from respondents are collected and organized in Google Sheets then automatically stored in Google Drive.

The advantages of using Google Forms are as follows:

1. Setting standard elements in Google forms can be used easily to create or add questions, and users can choose some options, such as question types, size comparisons, and brief instructions or test analysis notes.

2. Survey results using Google Forms are automatically saved in Google sheets centralized in your Google Drive.
3. No limitation of the total number in using survey forms or the number of students who can participate in this survey.
4. Google Forms can provide us information through emails whenever a response is sent.
5. Google Forms gives users choices about the types of questions to be made to choose multiple-choice questions, essays, or short answers.
6. Google Forms can save pre-filled forms and insert images, and add surveys on web pages.

Besides, Google Forms supports sharing activity by providing options to complete surveys quickly based on each participant's responses. This is a unique feature that we cannot get in other free online survey applications.

Google Forms supports Google Apps Script, which allows users to write small program scripts to open, create, edit, improve form designs, and even react to submissions automatically. Google Apps Script helps the process of creating, filling, and submitting forms automatically. Also, Google Apps Script can explain responses and even plot the final results (Haddad &Kalaani, 2014).

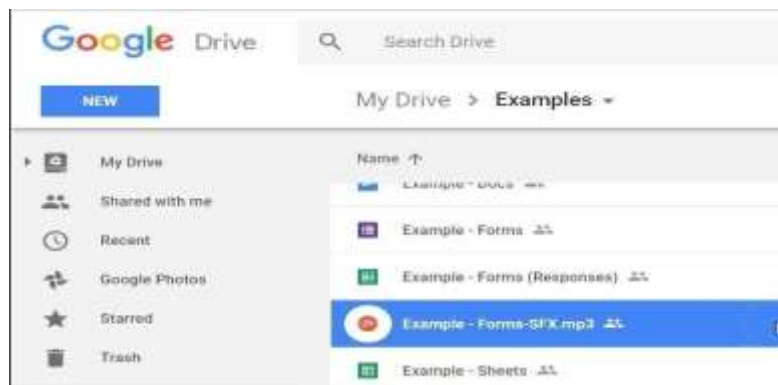
In summary, Google Forms is a part of Google's features that can be accessed freely through a browser. This feature is accessible for gathering information from many respondents. Data entered through Google Form then be saved in a *spreadsheet* automatically. Besides storing, the spreadsheet data can also be edited before it is further processed or sent to the recipient. With all the components contained in Google Form, the users do not need to worry about the difficulty in using it. You can add, subtract, or change each element on the form just by *dragging* and *dropping*. As a complement, Google Form is also equipped with various color palettes to enhance your design. Because of these advantages,

you can use Google forms in multiple ways. Some functions of Google Form, for example, are for creating customer survey forms, online registration forms, quizzes, RSVP event forms, and job application forms.

During this time, the Google form is widely used for learning reading and writing and rarely used for teaching listening and speaking. Based on the interview of some lecturers who also teach the listening subject, it can be concluded that some lecturers do not understand how to make assessment test for listening subject using Google forms. They do not know how to add audio to Google forms questions. Making listening test questions is the same as making test questions on other subjects. The difference is here we also need to add audio to be heard in the questions.

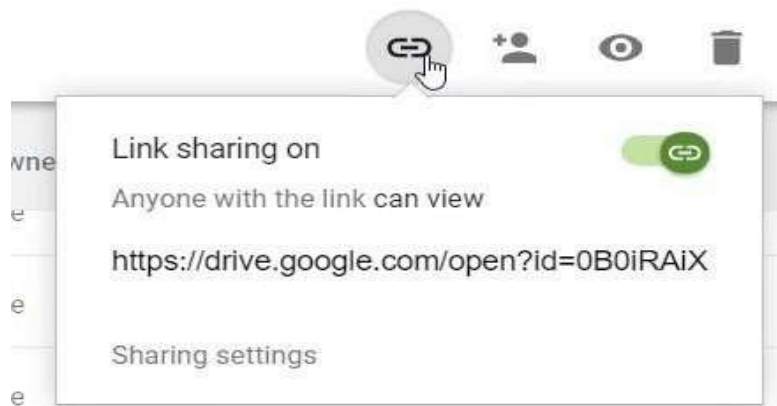
Below the steps to add an audio file into Google form adapted from Joe Buchmann:

1. The first step is to provide audio files to Google Drive





2. Make sure that the link results are shared, and the link is copied.



3. Copy the link and add a copy of the link to your question on the Forms. Sometimes the link can be rather long and ugly, like in the example above, so you might want to shorten it by clicking on the reading shortly

### Example - Forms

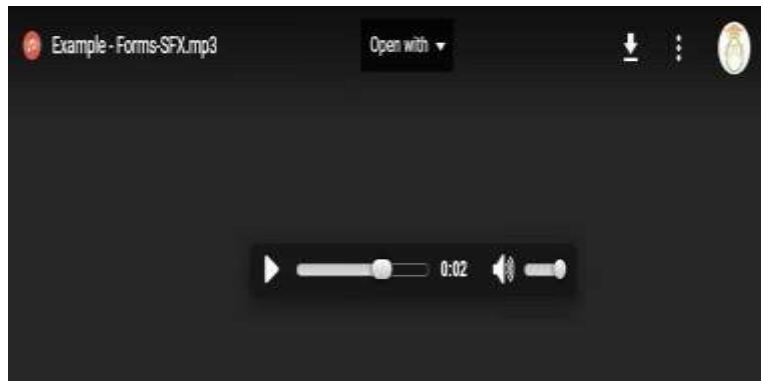
This form is for a Digital Egghead lesson.

What animal does this sound represent?

<https://drive.google.com/open?id=0B0iRAiXBzFXCeGFKYUFFQIFqZDA>

- Dog
- Cat
- Cow
- Horse

4. Click the link; then it will bring up an audio clip in the browser player to listen to the user.
5. Return to the question and answer the question.



<https://digitalegghead.com/index.php/2017/10/10/using-audio-files-in-google-forms/>

Furthermore, google forms substitutes the offline listening test into an online listening test. Tests can give good feedback for a teacher in evaluating and reviewing the material. It can help the teacher to assess the teaching-learning process. It also influences the syllabus's framing, preparation of the textbook, material, and teaching of the method. (Conrad & Donaldson, 2004) state in (Dawley, 2011) that assessment is an essential part of the teaching-learning process. In general, assessments for online classes are decided as soon as possible after the desired learning objectives are confirmed, and provide an opportunity for them to be able to evaluate students in the same way as they are evaluated in class directly. (Dawley, 2011) states that the tools for grading available in many LMS are limited to survey and exam tools that utilize multiple choices, essays, true/false, suitable, blank-filled, and types of inquiry questions. The Programmed exam questions in Google forms have the option to make random questions, to display one item at a time or at the same time, to set the time, and also to show or not show the answer key to students after they finish the test and collect it. Teachers can informally assess students' listening skills by getting an opinion or thought about what they have understood or just by looking at the answers given

by one or more students (Harris & Mccann, 1994). This view is supported by Pollard (2008: 39) in (Kurniawati, 2019) that listening is one of the receptive skills, and therefore these skills involve students in capturing and understanding the English they listened to. Another receiving skill is reading; in this skill, students are involved in understanding and interpreting written words. Listening may be more complicated than reading because students have more difficulty recognizing spoken words than written words. Furthermore, in reading skills students can go back and recite a phrase, while in listening skills, they only get one chance.

The previous study related to this research the one conducted by Chaiyo, & Nokham (2017). (Chaiyo & Nokham, 2017) investigated how the use of Kahoot, quizizz, and Google can influence concentration, circumstances involved, pleasure, acceptance of learning, encouragement arising from students, and student satisfaction. The results of the study show that students learn many things from working on quizzes through Kahoot, Quizizz, and Google Forms. However, there are significantly different things in concentration, involvement, pleasure, encouragement that arise in students, and satisfaction when students use the application. From the analysis, it can be concluded that Kahoot and Quizizz have more positive things compared to Google forms when used in classrooms.

Also, the other research related to using technology in questionnaires and quiz is from (Miliner & Flowers, 2015), which state that users can embed the audio, picture, and link online sources in giving materials or quiz for students. This research also compares the differences and similarities of Google forms and survey monkey, but they do not evaluate students' responses and check students' test results after using those applications.

This research has similarities with those research about the use of Google classroom in the online test. Besides, the additional purpose of this research

is knowing the students' responses toward online test by using Google forms and evaluating whether Google forms is effective or not for the online listening test.

## **B. RESEARCH METHOD**

In this research, a descriptive qualitative approach was employed to address how students respond to the use of Google form in facilitating online tests in the listening subject and evaluating the use of Google forms. The data of this research are: 1) questionnaire related to the students' respond in doing the test through Google form 2) the result of the students' listening test, and 3) observation to determine whether Google form is effective or not to be used as a tool for the online listening test. The participants of this research were 62 students of one English education program at a university in Bandar Lampung. Then, for analyzing the data, the steps were: describing the implementation of using a Google form to analyze observation in the learning process, evaluating the students' scores, analyzing the results of the questionnaires, and formulating a conclusion.

## **C. FINDINGS AND DISCUSSION**

### ***Findings***

Before online listening test was given to the students of the second- semester students of the English department Raden Intan State Islamic University of Lampung, the teacher explained the material previously. The theme of material given is about daily activity, holiday, hobbies, family, and the topics of listening are related to listening comprehension in understanding: 1) the pressure and tone, 2) the differences in sound, 3) idioms in English, 4) conversation phrases, 5) understanding groups or verb phrases, 6) finding implied information (not stated

clearly), 7) the comparison, 8) understanding the meaning or content of the audio (speaker in audio). The material in teaching listening comprehension must be arranged from the basic to the more complex.

The online listening test was given to the second-semester students of the English department Raden Intan State Islamic University of Lampung. Then the items of the tests given to the students were multiple-choice with four options (a, b, c, and d). (Nicol, 2007) states that MCQs (Multiple Choice Questions) were chosen because they are compatible with many online learning programs because they are easily distributed to students in large numbers, and these types of questions are quick to produce results and provide feedback on student work. In this study, the test given contains several questions; the total number of questions given to students ranges from 10 to 20 questions, with the entire time limit given to students to be able to complete the test is between 60 to 90 minutes. If students exceed the time limit given, then the web system will automatically close the test and prevent them from working on the test questions. Time limits are intentionally imposed on tests to motivate students to prepare for tests in advance and improve their test performance.

Based on the observations and weblog data showed that students' participation in online tests was 100 percent. The students were active and did not want to miss the test because the test results were used as evaluation references in the listening course. Based on the finding, the results of students' listening tests by using Google Forms were good enough. It can be seen from the summary of responses whether the average score of the test was 77,74, and the range of score is 50-100 points. Also, the median of the score was 80. The table below illustrates the result of the listening comprehension test.

Table 1. The Result of the test

Score	Total number of students
50	6 students
60	6 students
70	9 students
80	19 students
90	19 students
100	3 students
Total	62 students

Furthermore, the questionnaire analysis results showed that most of the students had positive responses in using Google forms for their online test activities. They argued that Google Forms is accessible, and this online test application is rated as user-friendly. Also, students feel that Google forms work quickly on their smartphones.

The students' response toward the assessment activities by using Google forms can be seen from their response to the open-ended questions given to the students:

Table.2. The Questionnaire

1. Have you ever had the experience of joining subject test / assessment by using Google form?
2. If your answer is "yes" please mention the name of subject.
3. Have you ever taken a formative / summative test in a listening course using Google Form before?
4. What do you think when working on the listening test using the Google form, is it easy or difficult?

- 
5. If do you think it's easy or difficult. What made it easy or difficult for you to answer the test?
- 
6. Is the time given in working the test enough?
- 

Based on the students' responses, most of the students had been familiar with Google forms. It can be seen from the result of the questionnaire that among the 62 students (100%) answered "yes" to the first question because they have ever done tests or quiz for the subject Basic Structure and Listening. From the question: "what do you think when working on the listening test using the Google form, is it easy or difficult?". Most of the respondents answered that it was easy. Only a small number of respondents (9,7%) responded that it was difficult. Also, one student stated that she/ he did not find difficulty when doing the test". However, from the next question: "If you think it's difficult, which one is difficult in answering the test?". Then, the students who found difficulties said that the problem was from the internet signal. The other problem is the time limit when students download the file. Although there were some obstacles, most students felt happy in using the Google form for listening tests. Both accessibility and effectiveness are the advantages of using Google Forms, whether the students also can see their grades directly after submitted their answers to the Google form system. In contrast, the other students said that the time limit is enough.

The present study was designed to investigate the use of Google Forms for online testing in listening subjects and know about the students' responses toward the online test. The most exciting finding was that there were positive responses from the students. From the result of observations during the test, all students can join the test. It could also be seen from the results of students' responses that there were 62 students or 100% of the respondents had collected their answers to the system and it was saved in Google drive. From the resume of the results, it could

be seen that the majority of the students could do all the questions well, and they could also finish it by the allotted time. Thus, using google form for the online listening test helps the lecturer and students because the lecturer can apply then evaluate students' answers easily.

Based on the questionnaire's finding, students did not feel difficult to use Google Forms because they have been used this application in Basic Grammar and Listening subjects. Hence, students are quite familiar with how to apply it. Then, for the fourth question, 9,7% of students thought that the main problem in using Google Forms because of the low signal internet, which has an impact on downloading the audio material. It can be seen because the internet access in every region in Lampung is varied. After all, students come from different areas, rural and urban. Last, related to time, students said that time is adequate to answer. The time is 90 minutes, which is the same as the offline listening test.

Furthermore, the result of students' listening test by using Google form was good enough. It can be seen from the students' results. The average score of the test was 77,74. The range of score 50-100 points. The median of the score was 80. From the table.1 about the test result, three students got 100 points; 19 students got 90 points; 19 students got 80 points; 9 students got 70 points; 6 students got 60 points, and there were 6 students gained 50 points. The test was able to identify students who were understanding in accomplishing listening comprehension test. Comparing to the test offline, the result or the final score of the test could be seen directly by the students.

Also, the results of this research showed that using Google form for online testing in listening skills run well. Based on the results of the questionnaire given to them, it can be concluded that taking the online listening test using Google Form is easy; the problem is only on the internet signal because they must download the audio contained in the questions. The time limit given is a



motivation for them to be able to do and complete all of the questions on time. Students were also motivated and felt happy because they can see the results of their tests directly after they submit their answers to the system of the google form. It is supported by the previous research conducted by (Chaiyo & Nokham, 2017). Their study investigated how Kahoot, quizizz, and Google forms affected the students' concentration, engagement, enjoyment, perceived learning, motivation, and satisfaction.

### ***Discussion***

Based on the result of the research and the previous theories above, it can be concluded that there are some advantages of making appraisal in the learning process using Google Forms are: 1) The appearance of Google forms is quite impressive. This application provides a means for users to enter and use their photos or logos in the survey form. This software also has many templates that make online quizzes and questionnaires more attractive and colorful. 2) Google forms prepare facilities that can be chosen and can be freely used according to user needs, for example, multiple choice answers, checklists, dropdowns, linear scales, and so on. We can also add YouTube audio, images, and videos to our quiz. 3) This application can be used free of charge to create online questionnaires and online quizzes either by using a laptop or by using a cell phone. Respondents can provide their responses anywhere and anytime by simply clicking on the web address or link shared by the questionnaire maker. All responses, comments, criticisms, and answers sent to the system will be automatically provided, collected regularly, analyzed, and stored quickly and safely by the Google Form application. 4) The form is responsive. Various quizzes and questionnaires can be made easily, smoothly, and the results look professional and beautiful. 5) The results are arranged immediately analyzed automatically. Our survey responses

are collected in a good structure and automated form, with real-time response info and a response graph. Users can also go further along with the results of the data by looking at everything in the Spreadsheet, which is an application such as Ms. Office Excel. 6) Online questionnaires and quizzes using this application can be done by other people or whoever desired by the user to fill out the form that they made.

#### **D. CONCLUSION AND SUGGESTION**

##### ***Conclusion***

Based on the finding of research and discussion, the online listening test using google form was applied well. To sum up, there are some conclusions: 1) Derived from the questionnaires related to applying Google form for online test, over 90% of students gave an opinion that Google Form was suitable to use in the online test and relatively easy applied, 2) after evaluating students listening test result, the students' score is categorized well. Students' means score is 77.4, whether the achievement is the same as the offline test result. The Google form is a substitution media for teaching and evaluating. Last, based on the observation of using Google form, students are interested in participating and completing the test; also applying Google form is relatively easy both for the lecturer and students.

##### ***Suggestion***

Google Forms can be one of the recommended software for making tests or assessments online. The attraction has four references, namely: ease, speed, practicality, and efficiency. The display and how to use this application is quite

simple, so it is easy to understand. Students' response to the use of Google Forms in online quizzes as an optional tool for assessing the learning process shows positive responses. Therefore, the use of Google Forms should be used optimally for various educational tasks, such as giving quizzes or tests to students, collecting student and teacher data, making school registration forms online, distributing questionnaires, and collecting other people's opinions online.

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