THE USE OF GOOLE FORM AS A LEARNING EVALUATION TOOL IN ENGLISH LESSONS DURING PANDEMIC COVID-19

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Abstract: *The purpose of this study was to describe online English learning activities, describe the implementation of online English activities, and find out the implementation of online English learning activities carried out in class VIII of SMP Negeri 168 Jakarta during the Covid-19 pandemic. This sample determination used a random sampling technique, where there are three students of class VIII SMPN 168 Jakarta, with a total of 108 students. The research method used in this research is descriptive research. The results showed that the application of the google form application assisted by whatsapp as a means of giving gifts, providing information, submitting assignments, collecting student assignments, and recapitulating student scores. Learning activities took place effectively with the percentage of students participating in online activities 98.04%. Assessment of English in online learning was compiled using the Google form application on the first and second online. data Based on the assessments made from the first and second online, the average score of students' English is 77.31 and the percentage of students whose learning outcomes exceed the KKM is 75.15%. So it can be said that the implementation of online learning in class VIII SMPN 168 Jakarta is effective.*

Keywords*: English Lessons, Google Form, Learning Evaluation Tool.*

Abstrak: Tujuan Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan kegiatan pembelajaran bahasa Inggris online, mendeskripsikan pelaksanaan kegiatan penilaian bahasa Inggris online, dan mengetahui efektivitas pelaksanaan kegiatan pembelajaran bahasa Inggris online yang dilaksanakan di kelas VIII SMP Negeri 168 Jakarta pada masa pandemi Covid-19 .Penentuan sampel ini menggunakan teknik random sampling, dimana terdapat tiga siswa kelas VIII SMPN 168 Jakarta, dengan jumlah siswa 108 orang. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif. Hasil penelitian menunjukkan penerapan aplikasi google form dibantu whatsapp sebagai sarana pemberian pengumuman, pemberian informasi, penyampaian tugas, pengumpulan tugas siswa, dan rekapitulasi nilai siswa. Kegiatan pembelajaran berlangsung efektif dengan persentase siswa yang mengikuti kegiatan online 98,04%. Penilaian bahasa Inggris dalam pembelajaran online disusun menggunakan aplikasi google form pada online pertama dan kedua. Berdasarkan data penilaian yang dilakukan dari online pertama dan kedua, rata-rata nilai bahasa Inggris siswa adalah 77,31 dan persentase siswa yang hasil belajarnya sudah melebihi KKM adalah 75,15%. Sehingga dapat disimpulkan bahwa pelaksanaan

pembelajaran online di kelas VIII SMPN 168 Jakarta cukup efektif.

Kata kunci: Alat Evaluasi Pembelajaran, Formulir Google, Pembelajaran Bahasa Inggris.

INTRODUCTION

Education is the center of a country's progress, through education we can see where the country will be taken with the progress of globalization and modernization. Along with the rapid progress of the nation, education has become an issue of special concern to all parties, especially the government. Some of the basic problems with far-reaching innovations in education are to help schools effectively achieve their goals through implementing some better educational plan or practice.

The requirements of globalization and modernization are increasing, marked by a high level of rationalization in the workplace, and must be balanced with the abilities teachers must have. In other words, the teacher's role is very important to balance the growth conditions of students in schools. Apart from having a high level of knowledge about the substantive aspects of the subject, teachers are also required to demonstrate extraordinary skills in education and learning.

Teachers can use the e-learning method for learning, namely learning to use information and communication technology. The learning system is carried out via a computer (PC) or laptop connected to an internet network. Teachers can use groups on social media (such as Whatsapp (WA), Telegram, the Zoom application or other social media) as a learning tool at once. Study. Make sure students can study at the same time and even in different places. Several researchers in previous studies used the WhatsApp application as a learning medium that has an important role in the online teaching and learning process as a medium of communication with students (Khasanah et al, 2021). Then other research shows the use of distance learning (Online) at the Integrated Islamic Elementary School (SD IT) Baitul Muslim Way Jepara during the covid19 pandemic, all educators apply the use of Google Forms in the evaluation of learning (Ngafifah, 2020). This means that this shows that during online learning conditions, there are many media that can be used in online learning

Teachers can also assign measurable assignments, but they still need to ensure that students learn gradually from these assignments each day. There are still many other innovations that educators can do to ensure learning continues and students acquire knowledge based on curricula set by the government. The implementation of learning cannot be separated from the evaluation of learning outcomes. Assessment of learning outcomes in the Covid-19 era is also carried out online by using the Google Form application. According to Aqib the learning process is a systematic effort made by educators to realize the learning process runs effectively and efficiently, starting from planning, implementation and evaluation (Aqib, 2013). Learning is something that students do, not made for students, so learning is essentially an educator's effort to help students carry out learning

activities (Isjoni, 2010).

Sadirman explains that learning is a deliberate teaching and learning interaction with the characteristics of having a goal, there is a planned procedure, marked by special cultivation of material, marked by activity, there is a teacher who acts as a guide, requires discipline, there is a time limit achievement of goals, and there are assessment activities (Sadirman, 2018). Learning in students in subjects is based on a constructivist approach, where students build their own cognitive structures. In this approach students produce their own meanings based on their backgrounds, attitudes, abilities, experiences before, during and after the learning process (Yamtinah &Budiyono, 2015).

Assessment is the process of gathering and processing information to measure the achievement of student learning outcomes. According to Kusaeri & Suprananta assessment is a systematic process and includes activities to collect, analyze, and interpret information to determine how far students or a group of students achieve predetermined learning objectives, both aspects of knowledge, attitudes, and skills (Kusaeri & Suprananta, 2012).

In Permendikbud number 53 of 2015 Assessment is the process of collecting information / data about the learning outcomes of students in the realms of attitudes, knowledge, and skills. Knowledge assessment can be defined as an assessment of intellectual potential which includes factual, conceptual, procedural, and metacognitive knowledge. The cognitive levels of students assessed are: remembering, understanding, applying, analyzing, evaluating and creating (Anderson & Krathwohl, 2001).

Teaching and learning activities during the Covid-19 pandemic were carried out using a remote method with an online system (e-learning). E-learning can be defined as a digital learning process through internet networks (Jethro, et al. 2012). E-learning is the use of learning media using the internet, to send a series of solutions that can increase knowledge and skills. Each learning method must contain formulas for organizing learning materials, delivery strategies, and management of activities by taking into account the factors of learning objectives, learning barriers, student characteristics, in order to obtain effectiveness, efficiency, and learning attractiveness (Miarso, 2004).

Google Forms are useful tools to help plan events, send surveys, give students or other people quizzes, or collect information easily in an efficient way. Forms can be linked to spreadsheets. If the spread sheet is linked to a form, the automatic charts will be sent to the spreadsheet. Otherwise, users can view them on the "Response Summary" page accessible from the Responses menu. Google Forms is a component of the Google Docs service. The Google Form application is very suitable for students, teachers, lecturers, office employees and professionals who often create quizzes, forms and online surveys. Google Form features can be shared with other people openly or specifically to Google account owners with accessibility options, such as: read only (read only) or editable (can edit documents).

Some of the Google Form functions in the world of education include: 1) Providing online training / test assignments via website pages, 2) Collecting other people's opinions through website pages, 3) Collecting various student / teacher data through website pages, 4) Creating online registration forms for schools, 5) Distributing questionnaires to people online (Hamdan Husein Batubara, 2016).

Based on the explanation, researchers are interested in researching related the use of Goole Form as a learning evaluation tool in english lessons during pandemic Covid-19. The purposes of this research are: 1) To describe the implementation of online learning activities in class VIII SMPN 168 Jakarta during the Covid-19 pandemic, 2) To describe the implementation of online knowledge assessment activities in class VIII SMPN 168 Jakarta during the Covid19 pandemic, 3) To determine the effectiveness implementation of online learning activities in class VIII SMPN 168 Jakarta during the Covid-19 pandemic.

METHOD

The method of this research use descriptive research. The design of this sample determination uses the random sampling technique, where there are 3 class VIII SMPN 168 Jakarta, with a total of 108 students. Before being given treatment, the three class groups were given a pretest first, then continued by giving treatment to each class. After being given treatment in each class, then a posttest is carried out to get the final learning result score which will then be able to show the effectiveness of the Google Form and conventional assessment media in improving student learning outcomes.

The instrument used in this study was multiple choice test questions. The test questions are arranged based on the achievement indicator components contained in the syllabus of class VIII semester 1 in English on Suggestion Obligation and Greeting Cards. The kinds of tests were made from easy to difficult to be able to apply a coherent understanding. Types of test questions include the classification of understanding, memorization and application.

RESULTS

The first online English learning activity at SMPN 168 Jakarta is planned to be held from 07.30-9.30 on Monday, 12 October 2020. The material taught is "Suggestion and Obligation". The preparatory work carried out includes writing teaching materials in the form of a summary of the Suggestion and Obligation in the form of Ms. Word, writing learning videos for suggestions and obligations, and writing assessment questions using the Google Form application. Thirty minutes before learning, the author sends messages, material summaries and learning videos to students via the WhatsApp application so that students can study the material first. On the day of online learning, the author opened the class

through the WhatsApp application to remind students to open classes and as a way to understand that students participate in online learning on time. The proportion of students learning online on time for the first time is 98.39%. Through the evaluation of online learning outcomes in the first online learning, the following data were obtained:

Table 1. Average learning outcomes and percentage who reach the first KKM online.

Class	The number of students	Average Value	Percentage of Students Who Meet the KKM
8-A	35	80,65	77,15%
8-B	34	78,8	69,5%
8-C	35	82,7	75,32%

For all class VIII students in the first online learning about buffer solutions, the average learning outcomes of buffer solutions were 72.141, and the percentage of students who reached KKM was 71.98%.

The second online learning of English lessons at SMPN 168 Jakarta is scheduled for Monday, 19 October 2020 at 07.30 - 09.30. The learning material is Greeting Cards. On the day of implementing online learning, the two authors sent to open the class via the WhatsApp application to remind students to open their English classrooms, as well as a means of attending students to follow. Percentage of students taking online learning on time for second online 100%. The author informs the link via google Classroom, and informs the tokens that students must fill in before working on the questions. From the evaluation of learning outcomes in the second online learning, the following data were obtained:

Table 2. Average learning outcomes and percentage who reach the first KKM online.

For all eighth grade students in the second online learning about salt hydrolysis, the average learning outcome was 79,113, and the percentage of students who reached the KKM was 76,613%.

Class	The number of students	Average Value	Percentage of Students Who Meet the KKM
8-A	36	80,33	71,52%
8-B	36	89,87	96,67%
8-C	36	79,65	64,88%

DISCUSSION

In online English learning activities class VIII SMPN 168 Jakarta using the Google Forms application and supported by the WhatsApp and Google Classroom applications can run effectively. This can be seen from the

number of students studying online who can be monitored via the WhatsApp application. The percentage of students who used the Internet for the first time to learn online on time was 98.39%, and of students who used the Internet for the second time was 100%. Of the overall implementation of online English learning, the average proportion of students who took online learning was 98.04%. In general, the average value of English subjects and the percentage of students who reach the KKM from the first to second online learning are as follows:

Table 3. Summary of learning outcomes and percentage who reach the KKM throughout online

Online TO	Average Students' English Score	Presentation of Students Who Reach KKM
1	75,121	70,97%
2	79,113	76,61%
Average	77,31	75,15%

Based on the data above, the average score of students' English was 77.31, which had exceeded the KKM set by SMPN 168 Jakarta, which was 75, and the percentage of students who had exceeded the KKM was more than 75% of the students, namely 75.15%. Because the mean scores of students' English have exceeded the KKM, and the percentage of students who reach the KKM is more than 73%, it can be said that the implementation of online learning in class VIII SMPN 168 Jakarta is quite effective.

The use of Google Forms as an evaluation tool for learning English during online learning from home shows sufficient effectiveness. This sufficient effectiveness is due to external factors, the external factor in question is a factor from conditions that are still in the adaptation stage with the online learning system, where some teachers and students are just getting to know and learn how to apply Google Forms. Another external factor is related to the facilities owned. The limitation of this research is that online learning requires communication tools such as smartphones or laptops and a good internet network. If these facilities cannot be fulfilled properly then the effectiveness of these activities is not optimal. Among the difficulties in online learning are student facilities. Not all students have laptops, or gadgets. So to carry out learning or giving assignments, it is necessary to take turns with other family members, or wait for their parents to return to work (Wijayanto et al, 2020).

However, beyond the limitations of using Google Forms as an evaluation tool for learning English, it is still considered to have a good influence and is able to assist teachers in carrying out an assessment of the learning that has been done. The use of Google Forms makes the assessment more effective than the conventional way. This is in line with previous research showing that Google Forms can be used as an alternative evaluation tool that is practical, efficient, and effective (Abruhamman et al, 2020). Because Google Forms are useful tools to help plan events, send surveys, give students or other people quizzes, or collect information easily

in an efficient way.

In online learning, of course, a communication medium is needed between teachers and students. Whatsapp has become a very popular communication medium and almost everyone uses WhatsApp. The success of online assessment activities is certainly supported by the communication. Whatsapp helps in the assessment process, Whatsapp acts as an intermediary in distributing the study link to students. Because incoming messages will be quickly read by students. This is in line with previous research, the results of which show that the use of WhatsApp social media has an effect on the dissemination of learning information (materials, assignments, assessments) at SMA Negeri 5 Depok (Pengestika, 2018). Then other research also shows WhatsApp is one of the media that has benefits including facilitating communication and supporting learning activities. The ease of using the hatsApp makes students feel helped by this application and becomes one of the important and preferred means of communication by students (Afnibar et al, 2020). So the results of the study show that the use of Google forms is quite effective as an assessment tool for learning English with the help of WhatsApp as an intermediary medium.

CONCLUSION

SMPN 168 Jakarta is carried out by implementing the google form application assisted by WhatsApp as a means of giving announcements, providing information, delivering assignments, collecting student assignments, and recapitulating student scores. Learning activities take place effectively with the percentage of students participating in online activities 98.04%. The assessment of English in online learning is compiled using the google form application on the first and second online. Based on the assessment data carried out from the first and second online, the average score of students' English was 77.31 and the percentage of students whose learning outcomes had exceeded the KKM was 75.15%. So it can be concluded that the implementation of online learning in class VIII SMPN 168 Jakarta is quite effective. Based on the results of this study, it is expected to be a reference for educators in designing learning assessments using the google form

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