Google Form as an Online Assessment Tool to Improve the Students' Vocabulary Mastery

by Wiyaka Wiyaka

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Google Form as an Online Assessment Tool to Improve the Students' Vocabulary Mastery

Rizal Rinaldi[1], Wiyaka[2], Entika Fani Prastikawati[3]

[1] English Education Department, Universitas PGRI Semarang, Indonesia
[2] English Education Department, Universitas PGRI Semarang, Indonesia
[3] Coresponding Author, entikafani@upgris.ac.id   English Education Department, Universitas PGRI Semarang, Indonesia

Abstract

Digital learning has existed since 2000, but in that year digital learning was not as advanced as in 2020. In 2020, digital learning has taken place in the field of education because today's technology can be accessed very easily. However, the problem that often arises is that teachers do not use internet digital media for the learning and assessment process. To address the existing gaps, this study is trying to investigate the current implementation of Google Form as online vocabulary assessment in English teaching and compare to the traditional vocabulary assessment. To reach that purpose, this study applied quasi-experimental study design. The sample of the study is eight grade students of junior high school in Semarang, Central Java, Indonesia. The writers took two classes as control class and experimental class. There are two types of instrument tests given, namely pre-test and post-test. The result of the study reveals that there is a significant difference in the vocabulary mastery between those taught using Google Form as online vocabulary mastery and those taught using traditional vocabulary assessment. This is proved by the t-test result in which its value is greater than the t-table. This result implies that Google Form can be an alternative vocabulary assessment during the online and blended English teaching and learning process.

Keywords: Assessment: Online Asessment: Vocabulary; Google Form

1. Introduction

Digital learning has been around since 2000, but in that year digital learning was not as advanced as in 2020. In 2020, digital learning has taken its place in the field of education because technology today can be accessed very easily. This year students who use social media in implementing the learning process have increased rapidly. With this, it can be defined that digital learning is very effective at strengthening student learning, especially in

experiences. All of this is realized that in the future the learning process will use digital as a whole, and this will have an impact not only on learning procedures but also on students and teachers as a whole. According to Riyana (2008), the use of technology in the learning process brings potential in various aspects such as technology as a tool, technology functions as a science (science), and technology as a material and aids for learning (literacy).

In the 2013 curriculum, a teacher is required to assess students not only based on the results of work or assignments but also the learning process (Alawiyah, 2013). In the learning process, the assignment given by a teacher is important because with the teacher giving assignments to students, the teacher will find it easier to find out the skills possessed by students and how many students capture the material that has been given by the teacher (Brown & Abeywickrama 2019). For this reason, the teacher must be able to understand and be precise in choosing the type of assessment to be used, because it will affect the learning process in the classroom.

To meet these demands, online assessment is considered the most effective. As stated by Brown & Abeywickrama (2019), online assessment is the process of assessing students' progress in competencies and skills to assist them in the process of developing these competencies online. Further online assessment is also an assessment that is used to improve the learning process, make changes or adjustments to circumstaces that arecarried out by evaluating continuously while the learning process is still ongoing (Wiyaka et al, 2020). This formative assessment is not used to provide feedback to students so that they can just improve their learning, but this formative assessment is also useful for teachers to decide how to evaluate how to teach to suit student needs. Riyana (2008) stated that the use of technology in the learning process brings potential in various aspects such as technology as a tool, technology functions as a science (science) and technology as a material and learning aid (literacy), so that this can be implemented in the learning proces in order to be better. In this current era, educational system needs a more advanced learning process using the help of human resources in the form of technology (Riyana 2008).

Google Form is a technology that can be explored as a tool to promote learning. Students who study with the help of computers can share a spreadsheet to guide their understanding of the material between one student and another (Spaeth & Black, 2012). Sari et al (2020), explain that Google Form is a technology-based online assessment that can be implemented in the learning classroom. Google Form is an internet web-based application that basically can be accessed by anyone and accessing it can also be said to be easy (Spaeth & Black, 2012). Using this Google Form can also provide the latest innovations in learning and assessment in the classroom. Yunita (2019), said that Google Form is one of the applications produced by google. This application is an online web-based service that is used to create data entry forms or others. One of the futures of Google Form is to improve vocabulary ability.

According to Alqahtani (2015), vocabulary is the number of words needed to communicate or communicate an idea and reveal the speaker's meaning. Vocabulary in the use of secondary school is the initial skill in English, especially in speaking and writing. Vocabulary in the secondary school a teacher must be able to provide teaching techniques that are easy to understand by students because students at this time need the motivation to learn. Vocabulary learning in secondary school requires creativity and also a very well-

planned strategy so that students can enjoy and accept all the material provided easily, therefore the learning process must adapt to the era (Gu, 2010).

For these reasons, the writers use Google Form as a method of online vocabulary assessment in the classroom because current technology is needed to support the learning process. This Google Form will be used to improve the vocabulary of students. This is because increasing vocabulary is not only by listening but also by speaking, reading, and writing. Based on this, a Google Form is a tool that can be used to improve students' vocabulary. There are several reasons why the writer chose this topic:

1. Online Assessment is an online assignment process. During the current pandemic, the learning process has changed from offline to online and all tasks and learning will be transferred to using the online system. Therefore, using online assessments will provide various benefits for students and teachers in a better English learning process.

2. Google Form is an application that is very easy to access by anyone and the data generated is very certain. Using Google Form will require teachers and students to be more active and creative, especially in the field of technology, Sari et al (2020), explained that Google Form is a technology-based online assessment that can be implemented in classroom learning.

3. Google Form is a learning technology related to the modernization era. In the learning process, Google Form can be used for various subjects, especially vocabulary. By using Google Form as an online vocabulary learning tool, it will make it easier for teachers to provide materials and assignments and students will find it easier to access and learn.

4. During the Covid-19 pandemic, the learning process was carried out online and teachers were required to provide online assessments, for that Google Form could be an option as an online assessment tool, especially in learning vocabulary

Based on the background of the study above, the writers investigated some problems by following the study questions below:

a. To what extent is the vocabulary mastery of students who are taught using traditional vocabulary assessment?

b. To what extent is the vocabulary mastery of students who are taught using Google Form as an online assessment?

c. Is there any significant difference between the students' vocabulary mastery taught using traditional vocabulary assessment and those taught using Google Form as online vocabulary assessment?

1.2. Theoretical Framework

1.2.1. Previous Studies

There are several previous studies related to this study. The first was a study entitled "The University Students' Perceptions of Online Exam Using Google Form." By Badiatul Azmina, Maratus Sholihah, & Agung Guritno published In this study, the writers used mixed methods to obtain data. for data analysis in this article using tests, questionnaires, and data analysis. Respondents of this study used 94 students of the Islamic University of Indonesia. The respondents consisted of 37 male students and 57 female students. The questionnaire test used for data collection used a questionnaire test containing 50 multiple choices and students were also asked to do online test activities. Various kinds of student responses to this. The results showed that the test format made students scroll up and down to answer questions. This causes confusion and takes time, is an example of the result of a negative response from

one of the students and the positive response is that using Google Form is more effective and adapting to the technological era.

The second was a study entitled "The Important of Vocabulary In Language Learning and How To Be Taught" by Mofareh Alqahtani. This study is the result of the experience of the writers who has been a teacher during their teaching years in Arabic. In this study, teachers who were a sample of their experience teaching elementary and middle schools with a wide variety of students, forgot about the most basic principles of teaching vocabulary. The writers found that in teaching vocabulary a teacher must emphasize that a student should be able to emphasize their knowledge of vocabulary rather than knowledge of grammar from students themselves because the results of this study found that the more vocabulary students have, the better they are learning.

Another study study was conducted by Jazil et al (2019). This study investigates the responses of junior high school students about online assignments using Google Form. The writers conducted this study within 3 months from 31 July 2019 to 31 September 2019 using a qualitative method design for their study. In collecting the data needed by the writer who uses tests, questionnaires, and interviews. Participants in this study were MTS Masyhudiyah Gresik students with a total of 25 students. They were also given intensive tests and interviews to obtain valid data about students' responses to using Google Form for grammar assignments. The results of this study indicate students have both positive and negative attitudes towards the use of Google Forms as a grammar assessment tool. 23 students showed their positive attitude and the rest showed a negative attitude. Therefore, this study shows the results that teachers must be more creative in assigning assignments to students.

A similar study study was by Yunita (2019). In this study, the writer used a qualitative descriptive approach with the subject of 40 teachers who were at SMP Negeri 1 Muara Teweh, Central Kalimantan. For the results of this study, it was found that 80% of teachers stated that using the Google Form application can facilitate assessment, 20% of teachers thought that using the Google Form application was difficult, especially for teachers who were elderly, 25% of teachers could use the Google Form application properly, and 100% of teachers agree that the use of the Google Form application can reduce the consequences of schools in the paper supply and the Google Form application has many advantages for teachers, especially to assess students' proficiency in subjects effectively.

1.2.2. Review of Related Literature
Online Assessment in English Vocabulary Teaching and Learning

In the context of assessment, there are various types of assessment such as formative assessment, summative assessment, formal assessment, informal assessment, and also online assessment. All types of assessments are used by teachers in the process of catching up and adjusting to the situation, for example for the current pandemic situation, with the learning process changing to online learning, assignments will also change to online learning. De Beurs et al., (2014), define online assessment as an evaluation of the abilities, behavior, and characteristics of a person or student. The test of this assessment is carried out using web technology available on the internet. The online assessment itself has become increasingly popular since the advent of the Internet and has significantly changed the assessment process in education. Online assessments have several advantages over face-to-face assessments such as online assignment submission, storage, online assessment communication. Online

assessments allow students to communicate with other friends and provide mutual feedback (Lu & Law, 2012). In the online learning process or online assessment several methods can be used, namely:

1. Multiple-Choice. In giving assignments, especially in online assignments, multiple choices can be used, because using this method will make it easier for students and the answer is certain Brader et al.,(2014). Gikandi et al.,(2011), adding students find it easier and easier to do multiple choice assignments compared to essays.

2. True or False. Brader et al.,(2014), argue that true or false is a method of assessment that has been widely used and is easy to provide to students from secondary school to the next level. True or false is an online assessment method that is very easy to do, especially by using a computer because it is more practical and can be done by anyone, added from (Robles & Braathen, 2002).

3. Fill In The Blank. Demirkan et al., (2017), stated the contents of the blanks are one method that can improve students' abilities. There are two types in this method, namely those that have been given answers and students fill in their answers. This method is very suitable given to improve the abilities of students.

4. Short Answer. Kearns (2012), revealed that online assessment with the short answer is a method of assessment that has been around for a long time, assessment with this method is believed to greatly facilitate teachers in assessing student answers and results during learning. Online assessment with the short answer method has been carried out by the teacher for a long time so that with this method the teacher has mastered and will find it easier to find out the students' abilities by using this method, added from (Kulkarni et al., 2013).

In the context of assessing vocabulary, Gu (2010) added for assignments in vocabulary learning. There are 2 types, namely discrete vocabulary, and embedded vocabulary. In this vocabulary discrete assignment, there are several types, namely multiple-choice, matching formats, sentence completion or gap fill, and translation (Mokhtar et al., 2017). Mokhtar et al., (2017) explain in this embedded vocabulary assignment, there are several types, namely vocabulary in reading assessing, vocabulary assessing in writing, and vocabulary assessing in speaking. in an embedded vocabulary assignment, students will usually be given a text at the beginning of the question and students are asked to answer questions that have questions on several lines in the text (Pan & Xu, 2011).

Google Form as Online Assessment Tool

In the context of assessment, Yunita (2019), said that Google Form is one of the applications produced by google. This application is an online web-based service that is used to create data entry forms or others. Usually, Google Form is used for a survey, collecting data or, creating a list. Based on its features as a form maker, Google Form can be modified in the learning process as software for conducting online tests or assessments or the learning process. Google Form can be used for a variety of productivity tasks (Jazil et al, 2020). There are several reasons for using Google Form for student assignments based on benefits, such as giving various types of questions, provide validation options, and can also see student progress, etc.These features allow teachers to design different types of tests and assignments for students. By using this google form the teacher will get benefits such as knowing the value of students validly, becoming one of the latest innovations. and data from Google Form

will be stored securely. There are several steps to be used as a teacher to apply Google Form by (Jazil et al, 2020). There are some steps to assess by using this application:

1. Make a Gmail account.

   This step is intended for new users who do not yet have Gmail with which to link their forms. Users can access the URL http://www.gmail.com to create a new account first. Then follow the instructions from the web. Next, google servers will send a verification code to the phone number and follow the next steps. Finally, the Gmail account is ready to use

2. Make an online test by Google Form application.

   This Google Form application can be modified to create online-based tests. Users can customize according to their preferences with several options such as multiple-choice, essays, short answers, and multiple assignments. And here are the steps for making an online test (Jazil et al, 2020) :

   a. Open a browser (Chrome or Mozilla Firefox)
   b. Access google drive by typing http://www.google.com/drive/ on the google page or clicking goes to google drive.
   c. Login Gmail account with your username and password completely then click next. The user will activate his dashboard screen.
   d. Click new to create a new form yourself then click again - Google Form - blank form.
   e. The user can choose the type of question to be asked or users can directly open Google Forms web then login to google drive and directly select the form.

3. Set The Form.

   According to Sari et al., (2020) in general terms, the online test Google Form is no different survey form or list form. It's just that the online test form must be in a setting where the Google Form for the online test must be completed with an answer key. The Google Form should also be given a title eg "Vocabulary Pre-Test Task". After that, click Settings to select the type of answer whether you want multiple-choice or essay, etc. After everything is finished, click Finish.

2. Method

This study used quantitative study using experiment data collection in which the writers used a quasi-experimental study design with a pre-test and post-test. In the quasi-experimental pre-test and post-test design with the *Non-Equivalent Control Group Design model*, the control group is illustrated as follows:

Experimental	O_1	X	O_2
Control	O_3		O_4

(Creswell & Creswell, 2017)

In this study, there were two groups, namely the experimental and control groups. The experimental group used Google Form as an online vocabulary assessment in the vocabulary learning process. While the control class used traditional vocabulary assessment.

The subjects of this study were students in SMP N 9 Semarang. They are grade 8 students, consisting of 32 students in grade 8A and 32 students in grade 8B with a total subject of 64 students. These subjects were chosen based on observations made by studyers who revealed that these students had implemented online assessments and online learning.

Table 1. Sample of the Study

No	Class	Amount
1.	8 A	32
2.	8 B	32
	Amount of samples	64

In this study, the writers used an online vocabulary test for the instrument. This vocabulary test is used by the writers in collecting data on the students' abilities before and after the students are given treatment using Google Form in assignments. The writer used a standard test in collecting study data, namely using a multiple choices test. After collecting the data, the writers analyzes all the data using spss 23 to present the description statistics results and t-test by following this steps:

1. Analyzing data obtained from trials using t-test calculation in SPSS 23 in the form of Mean (M) and Standardized Deviation (SD). It is also interpreted descriptively.
2. Analyzing the significant differences between the two groups using t-test calculation in SPSS 23.
3. Interpreting the result of the findings.

3. Finding and Discussion

Findings

To determine the students' ability to master vocabulary using Google Form as an online assignment, the writers gave a pre-test and post-test. Descriptive statistical analysis was carried out by calculating the average value of the overall score of students before and after using traditional method in the control class and using the application of Google Form as an online vocabulary assessment tool in the experimental class.

a. The Student's Vocabulary Mastery Taught using Traditional Vocabulary Assessment for the Online Assessment.

To know the students' prior vocabulary mastery taught using traditional vocabulary assessment (control class), the writers gave pre-test. In this case, the pre-test was a vocabulary test that was given traditionally by sending the worksheet to the students. Further, the students filled the test traditionally on a piece of paper. The same way was done in delivering the post test to this control class. The following table 2 shows the descriptive statistics of pre-test and post-test result of control class.

Table 2. Descriptive Statistics of Pre-Test in Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Control	3 2	45 .00	85. 00	6 7.0312	10.306 54
Post Control	3 2	50 .00	90. 00	7 5.0000	11.216 35
Valid N (listwise)	3 2				

Table 2 shows the average pre-test score of the initial students is 67.03 with a standard deviation (SD) of 10.31, while the average post-test score of students after teaching and assignments using the traditional method was 75.00. with a standard deviation (SD) of 11.22. This shows that the average score of the control class students' vocabulary mastery before and after using the traditional method is low. Furthermore, to find out the increase in

vocabulary master after using the traditional method is to calculate the N Gain value with the following formula:

$$N - Gain = \frac{Xpost - Xpre}{Xmax - Xpre}$$

The following results of N-Gain are obtained in table 3.

Table 3. Description of Pre-Test and Post-Test N-Gain Data values for Control Class

	N-Gain data values for Control Class		
	Pre Test Value	**Post Test Value**	**N-Gain**
Amount	2145,00	2400,00	4,68
Average	67,03	75,00	0,15

Table 3 show that the average N-Gain value for the Control class is 0.15 because the value is less than 0.3, the increase in value after using the traditional method is included in the low classification. Further, the following graph is a histogram graph of the average pre-test and post-test scores of students. Through this histogram graph, it can be seen how the difference in the average score before and after using the traditional method for control class students is made.
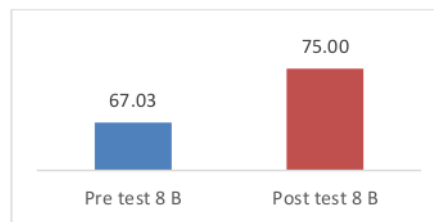

Chart 1. Average Pre-Test and Post-Test for Control Class.

Chart 1 shows that there is a slight increase in the value of the use of traditional methods in learning and assessment in the control class with the results of the post-test mean score being higher than the pre-test mean, which is $75.00 > 67.03$. Based on these data, it can be concluded that the value of using traditional methods is quite good in improving English vocabulary skills.

b. The Student's Vocabulary Mastery Taught Using Google Form as Vocabulary Online Assessment

In this study, the second study problem is about how the students' vocabulary mastery is taught using the Google Form method for online assessment. The details of the data obtained from the use of Google Forms as online vocabulary assessment are described by table 4. It represents the pre-test and post-test result of experimental class. Based on table 4 shows data from observations that have been made on 32 students, it shows that the average value of the student's pre-test is 66.41 with a standard deviation of 13.03, while the average value of the post-test of students is 88.13 with a standard deviation of 5.79. The results of these data indicate that the average score of students' English skills after using the application of Google Form as an online vocabulary assessment tool is higher than the average English proficiency of students before using the application of google form as an online vocabulary assessment tool.

Table 4. Descriptive Statistics of Pre-test and Post-test of Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Experiment	3 2	30 .00	95 .00	6 6.4063	13.028 16
Post Experiment	3 2	80 .00	10 0.00	8 8.1250	5.7851 3
Valid N (listwise)	3 2				

Furthermore, to find out that there is an increase in students' vocabulary mastery after using the application of google form as an online vocabulary assessment tool, N Gain value was measured. The result is presented in table 5.

Table 5. Description of Pre-Test and Post-Test N-Gain Data values for Control Class

	Experiment Class		
	Pre Test **Value**	**Post Test** **Value**	**N-Gain**
Amount	2125,00	2820,00	12,11
Average	66,41	88,13	0,38

Table 5 shows that the average N-Gain value of the experimental class is 0.38, because the value is greater than 0.3 and less than 0.7, the increase in student scores after using the google form application as an online vocabulary assessment tool is included in the medium classification. The following graph is a histogram graph of the average pre-test and post-test scores of the experimental class students. Through this histogram graph, it can be seen how the difference in the average scores of students before and after the Google Form application was made as an online vocabulary assessment tool:
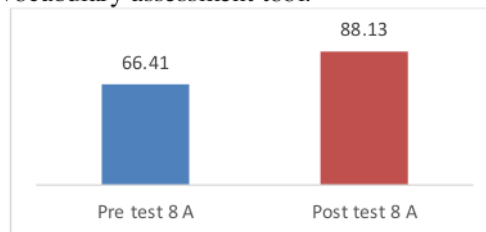

Chart 2. Average Pre-Test and Post-Test Experiment Class

Chart 2 shows that based on the data shown by the graph, it can be seen that the average value of the post-test is greater than the average value of the pre-test, which is 88.13 > 66.41. Therefore, it can be concluded that the use of the Google Form application as an online vocabulary assessment tool is more effective in improving students' vocabulary mastery.

3. **Significant Differences Between Student's Vocabulary Mastery Taught Using Traditional Vocabulary Assessment and Those Taught Google Form as Online Vocabulary Assessment.**

The test of significant difference between the control class and the experimental class was carried out by employing the Independent T-test, while if the data did not meet the normality and homogeneity tests, the hypothesis test would be carried out using the *Mann Whitney* test. The data normality test aims to determine whether the data obtained are

normally distributed or not. The normality test will be carried out with the Shapiro-Wilk test with the criteria that the data meets the normal distribution if it has a significance value of more than = 5%, on the other hand, if it has a significance value of less than = 5% then the data does not meet the normal distribution. The following are the results of the normality test of students' pre-test and post-test scores.

Table 6. Descriptive Statistic of Normality Test

Variable		Value Significance	Description
Class	Value		
Experiment	Pre Test	0,423	Normal
	Post Test	0,000	Abnormal
	N- Gain	0,000	Abnormal
Control	Pre Test	0,170	Normal
	Post Test	0,047	Abnormal
	N- Gain	0,624	Normal

Based on the table 6, it clearly stated that the experimental post-test, experimental N-Gain, and control post-test data do not have a normal distribution, while the experimental pre-test, control pre-test, and control N-Gain have a normal distribution. The homogeneity test aims to determine whether the pre-test and post-test data obtained have homogeneous variants or not. The homogeneity test will be carried out by using Levene's test with the criteria that the data is said to be homogeneous if it has a significance value of more than = 5%, on the other hand, if it has a significance value of less than = 5% then the data is not homogeneous. The following are the results of the N-gain homogeneity test or improvement in the control and experimental classes.

Table 7. Descriptive Statistic of Homogeneity Test Results

Variable	Levene Statistic	Sig.	Description
N-Gain Control and Experiment	0,019	0,891	Not homogeny

Based on the table 7, it is known that the N Gain value of the control and experimental classes of students has a significance value of more than 5%, which is 0.891. So it can be concluded that the improvement data in the control and experimental groups have homogeneous variants.

Table 8. Descriptive Statistic of Hypothesis Testing

Hypothesis	Test used	Average	Standard deviation	Test Statistics Value (Z)	Significance value	Description
1. There is a significant difference in the average before and after the use of traditional methods in the control class	Wilcoxon	$\bar{X}$pre = 67,03 ; $\bar{X}$post = 75,00	Sd pre = 10,31 ; Sd post = 11,22	-2,528	0,011	Hypothesis accepted
2. There is a significant difference in the average before and after the use of the application of	Wilcoxon	$\bar{X}$pre = 66,41 ; $\bar{X}$post = 88,13	Sd pre = 13,03 ; Sd post = 5,79	-4,994	0,000	Hypothesis accepted

65

		$\bar{X}$				
Google Form as an online vocabulary assessment tool in the Experimental Class						
3. There is a significant difference in the use of the Traditional method in the control class with the application of Google Form as an online vocabulary assessment tool in the Experiment class	Mann Whitney	control = 0,38 experiment = 0,38	Sd control= 0,15 ; 0,25; Sd experiment = 0,32	63,299	- ,001	0 Hypothesis accepted

As it is seen in table 8, the first measurement is in the control class. The results obtained based on the Wilcoxon signed-rank test using SPSS showed that the Asymp value. Sig (2-tailed) is 0.011. Based on the criteria, a significance value of 5% indicates that the value obtained through the test is less than 5% (0.011 < 0.05). Therefore, H0 is rejected and H1 is accepted, so it can be concluded that there is a significant difference in the mean before and after the traditional method in the control class, which means that the traditional method had little effect on improving the English language skills.

The second is in the experimental class in which the results obtained based on the Wilcoxon signed-rank test using SPSS showed that the Asymp value. Sig (2-tailed) is 0.000. Based on the criteria a significance value of 5% indicates that the value obtained through the test is less than 5% (0.000 < 0.05). Therefore, H0 is rejected and H1 is accepted, so it can be concluded that there is a significant difference in the mean before and after the use of the application of google form as an online vocabulary assessment tool in the Experimental Class, which means the application of google form as an online vocabulary assessment tool effect on improving English language skills.

The third is based on the value of N Gain (increase), the results obtained based on the Mann-Whitney test using SPSS indicate that the Asymp value. Sig (2-tailed) is 0.001. Based on the criteria a significance value of 5% indicates that the value obtained through the test is less than 5% (0.001 < 0.05). Therefore, H0 is rejected and H1 is accepted, so it can be concluded that there is a significant difference in the use of the traditional method in the control class with the application of Google Form as an online vocabulary assessment tool in the Experiment class. The value of the experimental class is higher than the value of the control class, so the use of the application of Google Form as an online vocabulary assessment tool is much more effective in improving English language skills than the use of the traditional method.

Discussion

This study aims to compare student vocabulary mastery between the experiment class that was treated by Google Form as an online assessment and the control class that was treated by traditional assessment, further this study also investigated the significant differences between these two classes. According to the finding, the writers found that the students' vocabulary mastery could increase based on the teacher's role in providing learning methods and also providing assessments.

First, the assessment is the teacher's step to find out how much the increase in students' ability to accept the teaching given by the teacher (Demirkan et al., 2017). Traditional assessment is an assessment in which students are asked to work on several questions on paper which are then submitted to the teacher in person or online. As stated by Mokhtar et al., (2017) traditional assessment is a method used by teachers in providing assessments to students. The use of this traditional assessment method has its advantages and disadvantages. In this case, the writer used pre-test and post-test with a multiple-choice test to 32 students with students answering questions on paper then sending Whatsapp and, in this case, the writers finds several advantages in using traditional assessment methods such as students avoid cheating on each other and this method includes practical way. However, there are still weaknesses in the use of this traditional method, such as students being bored more easily and students being unable to express themselves and be more creative (Perevalova et al., 2020). Therefore, in assessing vocabulary used traditional methods are not effective to use for students, learning methods and assessments traditional is too boring and tend to make students feel bored quickly in the learning process, besides that students at this time tend to prefer learning methods related to technology, because it is more interesting, especially for now students and teachers are required to be more creative in the learning process, especially used online learning.

Second, in the current learning process where teachers and students are required to carry out the online learning process, teachers must be more creative in providing learning and assessment to students. One of them is by using Google Forms as a learning and assessment process, as stated by Solihah and Guritno (2017), the growth of ICT is integrated into education, various online exams can be conducted using ICT, including tests using Google Forms. Because writing using a computer is easier and more profitable for lecturers and teachers, the results produced are valid data. Therefore, the writer used Google Form to find out how much vocabulary mastery the students have with 32 students. The writers used pre-test and post-test with multiple-choice questions. In using this Google Form, the students experienced an increase in grades and mastery of vocabulary, there are several factors behind this, such as students feel more interested and challenged by using Google Forms as an assessment of students' vocabulary mastery, students feel not bored and this is something new for students. As the results of study from Jazil et al., (2020) students have positive and negative attitudes towards the use of Google Forms as a grammar assessment tool students showed a positive attitude and the rest showed a negative attitude. Therefore, this study shows the result that teachers should be more creative in giving assessments to students. By using the Google Form application as a student vocabulary assessment tool, it can reduce the consequences of schools in providing paper and the Google Form application has many advantages for teachers, especially for assessments students' abilities in subjects effectively so that the use of Google Forms in assessments students' vocabulary mastery is very effective and good for teachers to use (Yunita, 2019).

Third, in this study, there is a significant difference between the experimental class that used Google Form as an online vocabulary assessment tool and the control class that used traditional assessment in online vocabulary assessment. Based on Kearns, (2012) in the learning process, a teacher is required to be able to provide a good and creative learning and assessment process to students so that students feel comfortable and can receive all the material well. In the assessment process, there are two methods used, namely using

traditional assessment and Google Form. Baleni (2015) added that this traditional assessment is used by English teachers to get maximum results in their online assessment in class. In addition, traditional assessment is considered capable of providing in-depth results regarding students' understanding during the learning process. However, as a result, the use of traditional assessment in the control class is less effective at this time because there are weaknesses in the use of this traditional assessment, such as students being bored more easily and students unable to express themselves and be more creative (Perevalova et al., 2020). This is based on the results of observational data for the control class students in the pre-test getting an average score of 67.03 and standard deviation (SD) 10.32, with the lowest score of 45 and the highest score of 85. Then the students were given another test. that the average post-test score of the control class students is 75 with a standard deviation of 11.22 and the lowest score is 50 and the highest score is 90. While in the assessment that used Google Form there was a significant increase in the experimental class, the experimental class was taught used Google Form was 66.41 and the standard deviation (SD) was 13.03 with the lowest score of 30 and the highest 95. After students in the experimental class used Google Form as an online assessment there is an increase in scores for the better with the post-test mean value based on 88.13 and standard deviation (SD) 5.79 with the lowest score 80 and the highest 100. Several things make this method better, such as students having a positive attitude towards the use of this method. Google Forms as a vocabulary mastery assessment tool, students feel more interested and do not feel bored with the use of Google Forms, students are easier to access because they are accustomed to using the internet, students feel challenged (Sari et al., 2020; Yunita, 2019).

4. Conclusion

Based on the discussion of study findings in the previous chapter, it can be concluded like the following:

1. Vocabulary mastery of class VIII SMP N 9 Semarang in the academic year 2021/2022 who were taught by traditional assessment showed poor results by comparing the results between the average pre-test and post-test scores. The mean of the pre-test was 67.03 while the post-test was 75.00. This means that the use of traditional assessment is not effective to improve students' mastery of vocabulary.

2. Vocabulary mastery of class VIII SMPN 9 Semarang for the academic year 2021/2022 which is taught using Google Form assessment shows good results. By comparing the results between the average pre-test and post-test scores, there was an increase in the scores achieved. The average pre-test was 66.41 while the post-test was 88.13. This result means that Google Form as an online assessment is effective to improve students' vocabulary mastery.

3. There was a significant difference in vocabulary mastery of students who were taught by traditional assessment and those who were taught with Google Forms as an online assessment. This is evidenced by the results of the t-test calculation where the t-count value is greater than the t-table. In this study, it can be assumed that Google Form as an online assessment can be an alternative online vocabulary assessment in improving students' vocabulary mastery as well as enhancing the students' activeness during the teaching and learning

Due to the limitation of this study, future study needs to take more samples to get more detail data In addition, the teacher's experience must be also considered to test whether it affects the implementation of the teacher's online assessment or not. In addition, in the future, whether there are more significant changes with the use of Google Forms as an online assessment or not, also needs to be studied by further studyers to enrich the information obtained.

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