

## Exploring Students' Views on Utilizing Google Forms for Vocabulary Assessment

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### Abstract

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This research investigates students' views of using Google Forms as a means for vocabulary assessment. As an inventive digital tool, Google Forms offers practicality and availability in educational settings. However, its efficiency is closely tied to students' recognition and experiences. The purpose of this research is to survey how students observe the use of Google Forms for assessing their vocabulary knowledge. A quantitative research design with a survey approach was engaged. Data were collected using a 5-point Likert scale questionnaire distributed to 44 third-semester students enrolled in the English Education Study Program at UIN Raden Intan Lampung. The participants were tied from two classes (Class A and Class G). The collected data were analyzed through descriptive statistics and hypothesis testing using SPSS. The findings denote that students' views of using Google Forms for vocabulary assessment are highly positive, with an average score of 119.39 (74.61%), categorized as high. Furthermore, the inferential analysis revealed no significant difference in perceptions between male and female students ( $p = 0.158 > 0.05$ ). PSS version 26 to determine perception trends and gender-based differences. Generally, the research focuses on students' favorable views on Google Forms, following its integration as an effective assessment tool in language learning contexts.

## 1. Introduction

Vocabulary mastery is a fundamental component of language learning, which plays an important role in students' overall linguistic competence. Traditional methods of vocabulary assessment often utilize paper-based tests, which can be time-consuming to administer and score. In contrast, digital platforms such as Google Forms offer many advantages, including automatic scoring, immediate feedback, and the ability to incorporate multimedia elements. These features have the potential to make vocabulary assessment more efficient and engaging for students (Rinaldi et al., 2022).

One of the main purposes of Google Forms was originally to collect data efficiently. However, over time, this platform began to be utilized in various contexts, including

education. Teachers started using Google Forms for various purposes, such as giving quiz questions, learning evaluation, and collecting feedback from students. The popularity of Google Forms among educators is increasing because it is free, easy to access, and flexible to use. This allows teachers to quickly create and distribute questions or assignments to students without needing to print sheets of paper or hold face-to-face meetings (Nasir et al., 2023).

In addition to these purposes, the benefits of Google Forms are diverse. First, this tool supports the learning and evaluation process, where teachers can create quiz questions and assess students more easily and quickly. Second, Google Forms can save time, both in the process of collecting and processing data. Third, Google Forms is very flexible because it can be used on various devices, both computers and cell phones, so its accessibility is very high. Finally, the use of Google Forms in education also helps to increase student engagement as they can be filled out anytime and anywhere, as needed (Elfira et al., 2023).

Perception is the process by which a person constructs and interprets sensory impressions to understand their environment. According to Schermerhorn (2005), perception is the process by which people select, organize, interpret, absorb, and react to information from the world around them. Many studies have been conducted on student perceptions. According to Triana et al. (2021), most students agree that Google Classroom is easy to use and that it helps students learn English by allowing them to save and retrieve assignments and, in the case of Google Classroom, submit assignments. As a result, using Google Classroom to learn English is a wise decision. Therefore, Nurfadillah (2023) explains that the result of this research showed that (1) Overall, the teachers' response results showed that 87% responded in the easy category. Most teachers have a positive perception of the use of Google Forms as an English test medium.

In this context, research on student perceptions of the use of Google Forms as a learning medium is very relevant. This research is expected to make a significant contribution to the understanding of how technology can be used effectively in education. This research aims to explore factors such as ease of use, accessibility, effectiveness in supporting learning, and its impact on student motivation, as well as how student perceptions can be directed in a more positive direction to support better learning. The novelty of this research lies in analyzing students' perceptions of Google Forms, which continues to evolve as an educational evaluation platform, especially after the increased use of digital technology in education during the pandemic. This research fills a gap in the literature by focusing on

evaluating the effectiveness of this tool in a high school setting. Therefore, based on the description above, in this thesis the researcher wants to examine further by conducting a study entitled “Exploring Students’ Views on Utilizing Google Forms for Vocabulary Assessment”.

## **2. Literature Review**

### **2.1. Google Forms**

A common problem that often occurs in school teachers is the difficulty in organizing student assignments effectively and efficiently. This problem is shown by the fact that there are still teachers who use conventional methods in the learning process, such as sending and receiving student assignments in physical form (using paper). With the development of technology, nowadays, physical forms of learning can be transformed into online forms. One application that can be used is to use google form (Caroline & Moa, 2015).

Google Forms is one of Google's features that aims to make it easier for users to create a survey or form via the internet. Google Forms originally started as a Google Spreadsheet feature in 2008, two years after the original launch of Sheets. But in early 2016, Google finally turned Google Form into a standalone application (Sudaryo, 2019). Google Form is an application from Google that can help to collect information from users. Responses or answers from users are stored as responses in the form itself and then filled in on a connected sheet. The target respondent sheet can be changed if needed (Ganapathy, 2016).

In conclusion, Google Forms is one of Google’s products that provides several important features. It focuses on creating a survey by using an internet connection. The survey can collect the data or information.

### **2.2. Vocabulary**

Language is made up of words. If there were no words, there'd be no language. Thornbury (2006) says a language is made up of words, and that new words are always being created. This shows that vocabulary is a key part of language. Having a good vocabulary means you can communicate with others and express your ideas clearly and easily. When it comes to learning a foreign language, vocabulary is the most important thing. It is one of the three basic parts (along with phonetics and grammar). Vocabulary is a big deal. If you want to be successful in communicating, you have to know and learn new words. It is how we share ideas, emotions, and desires. But it is important to know the difference between words and vocabulary. Vocabulary is taught as part of other language activities. For instance, the vocabulary of a passage is covered before students read it.

Vocabulary is a set of words used in compiling a sentence and has meaning. In learning a language, the first step is to learn and try to master the vocabulary as much as possible. This will make it easier to compose the sentence you want to say. "Vocabulary is the most important aspect of language proficiency because it determines how well learners speak, listen, read, and write" (Richard & Renandya, 2022).

In sum up, vocabulary is a compilation of words that can be formatted into sentences. Therefore, it has a meaning. Then, it can be used as a means of communication to express the ideas clearly.

### **2.3. Perception**

Perception is the process by which individuals register and evaluate information detected from the internal or external environment, consciously or unconsciously. For a stimulus to be perceived, information about it must first be detected and then undergo processing. An important aspect of perception is that the resulting representation of reality differs from reality itself; individuals sample information, and then form representations about the world and their situation in it. An individual's subjective representation of all perceived stimuli (i.e., its perceived world) is termed its 'umwelt' (Burn, 2010).

Perception is the set of processes by which an individual becomes aware of and interprets information about many things. Perception refers to the way someone tries to understand the world around them, gathering information through the five sensory organs. Qiong (2017) stated that perception is the whole process of the conscious human mind in drawing on the surrounding environment, the process of understanding the meaning of the stimulus while sensing the object, events, or relationship between symptoms, which are then processed by the brain. Moreover, Qiong (2017) argued that perception is a process experienced to achieve awareness or understanding of sensory information.

Thus, it can be concluded that perception is someone's understanding. It provokes someone's awareness and interpretation of many things. It also means someone's subjective representation.

## **3. Method**

### **3.1. Research Method**

This research used a quantitative method; the approach used in this research is non-experimental. Non-experimental research includes descriptive, comparative, correlational, survey, and action research. The type of research used in this study is survey research. According to Check & Schutt (2012), survey research is defined as "the collection of

information from a sample of individuals through their responses to questions". In survey research, simple statistical formulas are usually used to analyse data, such as Mean (M) shows the average, Median (Med) shows the middle value in a distribution of values, Mode shows the most common value, Standard Deviation (SD) shows the average deviation of each value from the mean, and Percentage (%) shows the proportion of a particular group in the population.

### **3.2. Participants**

In this research, researchers chose two classes, A and G, as samples because these two classes represent different language abilities. The classes that the researcher chose may have more diverse levels of language ability and technology use. By comparing the two classes, the researcher aimed to understand how differences in language ability and technological experience affect students' perceptions of the use of Google Forms in assessing vocabulary. The sample size of 44 students was chosen because it included all students in both classes, allowing for a comprehensive analysis.

### **3.3. Instrument**

There are two main things that affect the quality of research data, namely, the quality of research instruments and the quality of data collection. In this study, the instrument and data collection technique used were a questionnaire. Questionnaires are research instruments in the form of a written list of questions that must be answered or filled in by respondents in accordance with the instructions for filling them out. Compared to other instruments, questionnaires are often used by researchers both in research that requires quantitative data and qualitative data (Malik,2018).

### **3.4. Data collecting technique**

The questionnaire is a data collection technique that involves giving a set of questions or written statements to respondents to answer. The questionnaire is an efficient data collection technique if the researcher knows exactly the variables to be measured and knows what to expect from the respondents. Questionnaires can be in the form of closed or open-ended statements, can be given to respondents in person or sent by post or the internet. This questionnaire uses a Likert scale technique consisting of closed questions whose answers have been provided, and a modified 5- point Likert scale is used for measurement. The Likert scale is used to manage the attitudes, opinions, and perceptions of individuals and groups about social events and symptoms

### 3.5 Data Analysis

Centering measure is a form of Descriptive statistical analysis for Data or Variables with Numeric Scales (Interval or Ratio). Centering measures, which are also often known as Measures of Central Tendency or commonly referred to as Average Measures, are a single value that represents a general description of the state of that value contained in the data. Measures of central tendency can represent the data as a whole and are an average because the average value is calculated from all the values contained in the data. This average value is often referred to as Central Tendency. This means that if the values of the existing data are sorted in order of magnitude and then the average value is entered into it, then the average value has a tendency (Tendency) located in the middle or at the center among the existing data. Some kinds of Centralization or Central Tendency Measures include: Mean, Median, and Mode.

### 4. Findings

In this research, students' perception is an independent variable (X), and the Google Form for assessing vocabulary is a dependent variable (Y). To find out students' perceptions, this research applied the questionnaire technique. As mentioned in the technique of data analysis, the questionnaire in this research has 32 items.

The questionnaire was assessed by a Likert scale rating score; this scale has five options. They strongly disagreed, disagreed, *were* neutral, agreed, *or* strongly agreed. The descriptive statistics were analyzed to find out the mean, median, and mode of the data. The analysis result is shown in the table below.

Table No. 1: Results of Data Analysis

	N	Mean	Median	Mode	Std. Deviation	Std. Error of Mean
Students' Perception	44	119.386	118.000	110.00 <sup>a</sup>	16.4560	2.4808
	4	4	0		2	4

Based on Table 1, the data analysis of the research results regarding student perceptions of the use of Google Forms in vocabulary assessment obtained student perceptions. From a total of 44 respondents who were identical to the enumeration data in

both CTs, the mean or average value data was 119.39, while the middle or median value data was 118, and the mode data or the most frequently occurring value was 110. The standard deviation had a value of 16.46, which means there is variation in students' perceptions, and the standard error of the mean of 2.48 reveals some accuracy in the mean.

The categorization of the interpreted scores (central tendency) shows that most respondents have a positive perception of the use of Google Forms, as their mean score is high (117-160). This resource is rated as effective and appropriate by most students and users as they tend to give it high scores. With the above assumptions, perception scores were achieved with a Likert-scale from 1-5 across the skin of 32 questions, intended to range from 32 to 160 from three sets of categories: high, neutral, and low.

Figure No. 1: Result of Questionnaire

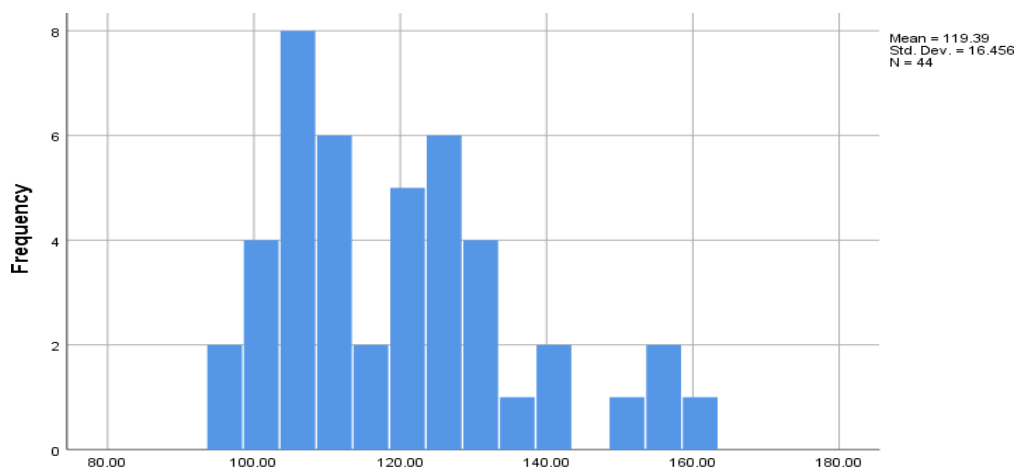


Table No. 2 T-Test Result

Independent Sample T-test						
		F	Sig.	T	Df	Sig. (2-tailed)
Result						
Equal	variances	1.705	.199	1.437	42	.158
assumed						
Equal	variances not			1.201	10.363	.256
assumed						

Based on the results of hypothesis testing, this study used the independent-samples t-test technique with SPSS version 26 software to compare male and female

students' perceptions of the use of Google Forms in vocabulary assessment. The analysis showed that the average perception of male students was 126.33 with a standard deviation of 20.421, while the average perception of female students was 117.60 with a standard deviation of 15.110.

In the t-test with the assumption of equal variance, the Sig. (2-tailed) is 0.158, which is greater than 0.05. This indicates that there is no statistically significant difference between the perceptions of male and female students. In other words, the alternative hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_0$ ) is accepted, so it can be concluded that gender does not affect students' perceptions of using Google Forms in the context of this study.

In conclusion, although there is an average difference in perceptions between male and female students, the difference is not statistically significant, so Google Forms can be considered a tool that is universally accepted by students regardless of gender.

## **5. Discussion**

This study analyzes students' perceptions of the use of Google Forms as a vocabulary assessment, involving various stages of analysis, such as descriptive statistics, normality test, homogeneity test, and hypothesis test. The results reveal various interesting findings related to the effectiveness of Google Forms in supporting the learning process.

The descriptive statistics analysis shows that the average student perception is 119.39, which falls into the high category. When compared between classes, class G students had a higher mean perception (122.59) compared to class A (116.18). This finding is consistent with the results of previous research by Nurfadillah (2023), who also found that the majority of students rated Google Forms as an easy and effective evaluation tool. Differences in acceptance levels between classes could be due to learning experiences or differences in the classroom environment, as also identified in Nurfadillah's (2023) research.

The normality test showed that students' perception data were normally distributed with Sig. values for male (0.200) and female (0.175) students, both of which were  $> 0.05$ . The mean perception of male students (126.33) was higher than that of female students (117.60). This suggests a variation in the level of acceptance, although this difference is not necessarily significant. Factors such as personal preference for technology may influence this result, although this study confirmed that Google Forms is well accepted by both gender groups, in line with previous research findings.

Hypothesis testing using the independent sample T-test technique showed that there was no statistically significant difference between the perceptions of male and female students (Sig. 2-tailed = 0.158, > 0.05). Although male students had a higher mean perception, this difference was not significant enough to indicate a gender effect. This supports the conclusion that Google Forms is universally accepted by students, regardless of gender. This finding supports the results of previous studies that highlighted the ease of use and effectiveness of Google Forms as an inclusive evaluation tool.

The findings of this study support the results of previous studies, particularly Nurfadillah's research, which highlighted that Google Forms were rated as effective and easy to use by both students and teachers. Both studies show that digital-based evaluation media can improve the efficiency and effectiveness of the learning process, regardless of demographic differences. The small differences in acceptance rates between male and female students, as well as between classes, reflect that Google Forms can be adapted for various learning contexts, thus strengthening its position as a relevant modern evaluation tool.

## **6. Conclusion**

Based on the discussion that has been outlined previously, the conclusions are as follows: Based on the results of data analysis, the mean value of student perceptions of the use of Google Forms in vocabulary assessment is 119.39, which is included in the high category (range 117-160). When compared to the total maximum score (160), this average value is equivalent to 74.61%, which reflects a very good level of acceptance from students towards Google Forms. Thus, it can be concluded that most students have a positive perception of Google Forms as a vocabulary assessment tool is effective and relevant in supporting digital learning.

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