

# **Transforming Assessment: The Role of Digital Media in Online Testing for EFL Students**

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## **Abstract**

The objectives of this study are to describe the use of digital media in EFL Students' online assessment and to find out the students' perception in use of digital media in online assessment. The method used in this study is descriptive qualitative and the techniques of collecting the data used observation and interview. The results showed that the online assessment in English lesson was implemented through the use of six digital media, namely Google Form, Google Classroom, Kahoot, Instagram, TikTok, WhatsApp, and YouTube. Google form and Google Classroom were used for arranging, creating, submitting, and correcting the assessment. Instagram and WhatsApp were used for giving and submitting the assessment while YouTube was used for giving example to students. The students had a positive attitude as well about the use of digital media in online assessment. They agreed that introducing technology into the way to do evaluations is a positive innovation since it allowed them to receive immediate feedback and result. The findings revealed that the students think Google Form is simple to use during the implementation, which is supported by respondents when interviewed about it. Students' perspectives on the implementation of Google Forms are valuable for making it easier for users to create and collect data they want. It also demonstrated that numerous types of social media, such as YouTube, Instagram, TikTok while WhatsApp are quite interesting because they are frequently utilized in daily life.

**Keywords:** *Digital Media, Online Assessment, Students' Perception*

## **INTRODUCTION**

The migration from conventional learning to digital learning is the great invention in this era. Technology has a great influence in the education system development. Teaching learning activities in the classroom have used information technology media to support teacher and students' knowledge. Development of teaching strategies should be done to make the teaching learning process suitable to the technology nowadays. The digital online media is one of the common technologies which have a great influence on the development of the educational system. Development of learning media in the digital era is often referred to as digital learning media, digital learning media is a combination of the use of technology in the form of software to channel information / knowledge to students so that students receive knowledge, skills, and attitudes more easily, without being constrained by space and time and in accordance with the realities of the field. The use of software to create digital learning media that is online or offline has been widely carried out in Indonesia to improve learning outcomes and student competence in certain subject. Digital learning has impacted to the online assessment. Kinds of digital media to do online assessment is very interested to observe. Moreover, the students' perception

about the use of digital media in online assessment is good to analyze as well. This study is intended to describe the implementation of digital media in online assessment and to find out students' perceptions of the use digital media in online assessment.

Digital media is a communication medium that uses internet devices. It is a new media by conveying information that is different from conventional media, namely print media and electronic media. Digital media requires a computer-based device and an internet connection to find and receive information. The internet with its unlimited character makes internet users free to use media. The use of the term online media is often interpreted as a news site or journalistic practice in writing published via the internet (Nada Dabbagh, 2005). There are so many online applications that are introduced to teachers for learning media. Online learning is an open and distributed learning system using pedagogical tools (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through meaningful actions and interactions. The use of media is intended to help make learning activities more effective and efficient in terms of effort, time, and cost (Deborah Crusan, 2016)

Online assessments come in various forms, categorized broadly as diagnostic, formative, and summative (Creswell, 2018). Diagnostic assessments are used at the beginning of a course to identify student strengths and weaknesses. Formative assessments, like discussions and quizzes, provide ongoing feedback and monitor progress throughout the course. Summative assessments, such as exams and projects, evaluate learning at the end of a course or unit. The selection of media must be carried out by the teacher appropriately so that the material or learning content can be conveyed correctly to students. The function of the media as a tool in learning activities is to provide visual experiences to students to encourage learning motivation and clarify and facilitate complex and abstract concepts to become simpler concrete, and easy to understand (Nuryatin, 2023).

Perception is someone's experience about objects, events that are obtained by collecting the information, and decoding the messages. The experience here can be defined as one's opinion about objects or events that he or she has passed. While collecting the information by his or her sensory, their minds start to interpret the messages given (Zainura, 2019). In perceptual language, everyone will have different judgments or views on something. Perception here can be divided into two parts, namely positive and negative depending on what influences their thinking (Afriani, 2023).

Previous research has described different types of digital media that have been used in teaching, including Twitter, WhatsApp, Instagram, YouTube, and Snapchat (Waleed Alenezi, 2022). Research indicates that students have specific preference for the type of social media they use to support their learning. Facebook, including Messenger, is the widely preferred communication tool among students, and students use it to communicate, share ideas, and discuss their assignments. On the other hand, even though Instagram has not received much attention for learning and teaching, some teachers use it to engage students in learning activities. Classroom teachers asked students to post Instagram stories about their reading activities, including photos of their favorite books

and a short book review. Their study reveals that this activity increased student motivation to read and learn. WhatsApp has also been used as a collaborative tool for sharing learning materials with students, and interacting with students beyond the classroom setting.

Based on the above previous research, the novelty of this research lies on the identification of students' perceptions of the implementation of digital online media in English online assessment. Therefore, this research not only describe the implementation of digital online media in English online assessment but also the perception of students as well. This research is conducted at SMP N 4 Klaten by using descriptive qualitative approach. The participant of this research are the eighth-grade students at SMP N 4 Klaten.

## **LITERARY REVIEWS**

Implementation is an application of something of a match between two or more things. Implementation is the source of actions, activities, or the mechanism of a system (Gufran, 2018). In this implementation, it is not only with its activities but also a concrete action that is planned for the achievement of a goal, namely an application of something because of the conformity between two or more things. Implementation is the process of achieving the implementation of decisions.

Media are used to assist the teacher in delivering the teaching material to the student. There are some objectives that make consideration of using media in the learning-teaching process such as to ease learning process in the classroom, increase the efficiency of the learning process, to maintain the relevancy between learning material and objectives, as well as help the students to put more attention in the learning process (Suryani, 2016). By using media in the teaching learning process, it is expected that the process of delivering a message from the teacher to the students will be more effective and efficient.

Various online media which indeed include those requirements stated earlier can be used in English language teaching which covers listening, speaking, reading, and writing comprehension. As mentioned before, the researcher will only focus on discussing media based on Ohm's classification, due to the notion that the more sensory channels get involved in the teaching-learning process, the better result will be gained. In Ohm's media classification, media are divided into three kinds, they are audio, visual, and audiovisual media (Milestones, 2019).

Assessment is universally recognized as one of the most important and powerful elements of an educational experience, as it provides observable evidence of learning, determines student progress and demonstrates understanding of the curriculum. Assessment also forms the basis for student independence and aids in development of the necessary skills for autonomous and self-directed (also lifelong) learning (Shivani, 2024).

According (Seifert, 2018) Online assessment also save paper and time invested in printing assignments. It reduces the limitations for assessment performance in class. Online assessment available in anywhere, anytime, on any device, excellent immediate feedback, automated grading, and reporting are some benefits of it.

According (Zainura, 2019), perception is someone's experience about objects, events that are obtained by collecting the information, and decoding the messages. The experience here can be defined as one's opinion about objects or events that he or she has passed. While collecting the information by his or her sensory, their minds start to interpret the messages given. As the result, they can have an opinion on whether that is good or not. In addition, the chambers dictionary as cited in (Suryani, 2016) defines perception as an act of being aware of one's environment through physical sensation, which denotes an individual's ability to understand.

Student perception is how students interpret and view their educational experiences, interactions, and information. It includes their understanding, beliefs, and attitudes towards learning, teachers, and the environment. Some students may have the following perceptions about online assessments: Authenticity, Transparency, Honesty, Laziness, and Preference (Alfarisi, 2023)

## RESEARCH METHOD

The method of this research is descriptive qualitative. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomenon or setting. It is a systematic, subjective approach use to describe life experiences and give them meaning. The research was conducted at SMP Negeri 4 Klaten located in Jl. Wahidin Sudiro Husodo, Bramen, Sekarsuli, Kec. Klaten Utara, Kabupaten Klaten, Jawa Tengah 57438. The researcher chooses this school since the teacher used some various digital media in English teaching and learning. The main subject or informant in this research is the English teacher of the eighth grade at SMP N 4 Klaten. The English teacher participated to give information related to the implementation of digital online media in English online assessment. In this research, the researcher was also including the eighth- grade students of SMP Negeri 4 Klaten. The techniques of collecting the data used in this study are observation and interview. During the teaching and learning process in the classroom, the researcher observed the teaching and learning activity. The researcher observed the implementation of digital online media in English online assessment used by English teacher. The researcher used interview to find out data about the implementation of digital online media in English online assessment used by English teacher and the students' perception of the implementation of digital online media in English online assessment used by English teacher. The technique of analyzing the data in this study used interactive model that is data collection, data reduction and data display. In this research, the researcher investigated the implementation of digital online media in English online assessment used by English teacher and students' responses toward the media used by the teachers; it is along with the objective of this research which is to describe the implementation of digital online media in English online assessment used by

English teacher and to find out the students' perceptions of the implementation of digital online media in English online assessment used by English teacher.

## **RESULTS AND DISCUSSION**

### **Results**

In this part, the aims of the research findings are to answer and to explain the research problems namely: 1) Describing the use of digital media in online assessment, 2) Explaining the student perception in the use of digital media in online assessment. The subjects were eighth-grade students in SMP N 4 Klaten in the academic year of 2024/2025.

In assessing the students, teacher needs various ways in order to the students are not bored and lazy to do the assessment. Mostly of teacher uses paper-based test and workbook for assessing the students. However, SMP N 4 Klaten used online assessment in the learning process. The observation and interview were carried out during the teaching and learning process at the school. The learning process also was done through online learning. It means that all the learning activities were done through online media. This includes the assessment of the learning process. Based on the results of observation and interview were held from August to October, it got some results and explanation about the implementation of online assessment in Eighth grade student of SMP N 4 Klaten describe as follows:

### **1. The Use of Digital Media in Online Assessment**

Based on the research in the preliminary research conducted by the researcher, there were steps taken by the teacher in implementing the online assessment.

#### **A. Preparation Stage**

In this stage, teacher prepared the assessment by making the questions, instruction, rubric, and the media that would be used. Sometime teacher also provided example video and sound of the assessment. In the implementation, teacher prepared the questions first then posted it on her account. After that, she arranged the schedule as well the time limit so the students would not be able to cheat.

#### **B. Implementation Stage**

Teacher opened the course by asking the students for praying together and asking students' condition. Then, teacher gave the material by presenting slides or videos. Teacher also sometime explained the material through virtual learning like Zoom and Google Meet. After giving the material, teacher gave the students online assessment in the end of the lesson. Students were asked to use their mobile phone or laptop and opened the assessment which teacher gave in the application. There were two ways students did the assessment. The first, students did the assessment in the end of online learning with limitation time. Second, students were given longer time to do the assessment and submitting on the predetermined day. However, before pandemic covid19, teacher gave the assessment in the class at the end of the learning by using mobile phone with limitation time.

#### **C. Scoring Stage**



There are two ways of teacher giving feedback to students, the first by posting the grade on the media like Google Form and Google Classroom to every student and the second by giving direct feedback likes put a sticker or comment on the students' report.

The results of interview regarding the implementation of online assessment in English lesson at eighth grade of SMPN 4 Klaten was also supported by the data of observation. The observation showed the use of each online assessment by the English teacher in the learning process. Google Forms allows for easy creation and management of assessments, including quizzes and tests, by leveraging features like automatic grading, feedback, and question randomization. It's a versatile tool for both teachers and individuals looking to create online assessments for various purposes. The implementation of online assessment in English lesson at eight grade of SMPN 4 Klaten based on interview and observation conducted by the researcher were as follows:

#### A. Google Form

Based on the observation, Google form is used to assess the students. The teacher created with multiple question types (multiple choice, short answer, etc.), customized it and shared the link for students to access and complete the assessment. Google Form was also be used to create quizzes, collect feedback, and evaluate results. Based on the observation conducted by the researcher showed that the English teacher uses Google Forms in creating online assessment, especially in English subjects for the eighth grade. In the process of creating questions using Google Forms, there are several stages. The first step that, the teacher needs to do is to have a Google account. Sign in with a Google account at <http://forms.google.com>. Google Form is accessible on iOS and Android mobile devices. It is allowed to select the New Blank Form or use an existing template. It also allowed to access Google Drive at <https://drive.google.com/>. Click New + Additional. Select Blank Form or a pre-made template. For example, the English teacher chose the brown color as the background and wrote the form title "Recount Text Exercise".

Google Form can explain the quiz questions posed to students such as "Please fill in the following data correctly!. Make sure the internet connection is secure so that the process runs smoothly. The number of multiple-choice questions is 10 questions". Add the students' identity names including "Students' E-mail, students' name, students' identity number, and class". Add questions, click Untitled Question, and type our question. Choose a question format such as multiple-choice then add answer choices. The teacher can ask students to answer a question (be a mandatory question). To add additional questions, click Add Question. The teacher can reorder, remove, or modify questions. The teacher may add a picture to the question or link to a Google Form or YouTube video. In the form options, we may gather emails from students' responses, restrict the number of replies, and allow students (respondents) to view poll results. We make sure the value of the default questions is changed at the beginning before starting to write questions number 1 to the last.

Teacher used Google Form because it was easy to be used and provides many facilities to help teacher arranged the assessment. This information was found from the interview *"I used Google form because it helps me to arrange and correct the assessment, in addition it provides many questions for the sources and students exercised (RP)."* Based on the answer of the interview above, It can be concluded that Google form was easy to be used by teacher and students to do online assessment.

#### B. Google Classroom

Based on the observation, Google Classroom used by teacher for making the class, giving assessment, sending input, and looking all the leaning activities in one place. Classroom also integrated with Google features namely Google document and drive. Google Classroom is closed application that only allows the students who invited to join into Google Classroom with specific code. These are some features in Google Classroom those are, the steam, students, about, create an assignment, upcoming assignments, show deleted comments, class code, change class theme, and menu.

Teacher used Google Classroom because it provides many features that make the teacher easier to do the learning process. In the use of Google Classroom, teacher divides into two activities of leaning that was Google slide for giving the material and Google form for giving the assessment. The teacher used Google Docs in Google Classroom to give the assessment. Teacher asked students to make a summary based on the video then the summary could be submitted on Google Classroom page. The material was past perfect continuous.

Based on the observation conducted by the researcher, it showed that the teacher in teaching and learning process by using Google Classroom chooses the topic based on the outlining that relevance to the Curriculum. The lecturer in Google Classroom can post material in form of power point, send video and also discussion in comment columns. In other to know the understanding of the students, teacher also can send assignment to the all students and they can submit it on the scheduled time by the lecturer. The feedback of the assignment also can be seen by the students after the lecturer scored directly. Some features can carry out discussions or interaction between lecturer and students. Thus, the learning process can be more interested. The teachers can simplify the way in handle classes with google classroom. The platform is integrated with other tools such as file, drive and calendar from google and there are many built-in 'shortcuts' for classroom management task.

That's supported by the answer of the teacher's interview *"I used Google Classroom because it provides many fitures that make me easier to do the learning process. For the use of Google Classroom, I use two features on it. google slide for giving the material and google form for giving the assessment"*. Teacher used Google Classroom because it provides many features that make the teacher easier to do the learning process. In the use of Google Classroom, teacher divides into

two activities of learning that was Google slide for giving the material and Google form for giving the assessment.

C. Kahoot

Based on the observation and interview at SMP Negeri 4 Klaten, the thing that most motivates the students to keep learning was the features provided by Kahoot, where the student could see the score or their position on the teacher's board projected clearly in the classroom so that always appear to be mutual competence with each other. Through gamification, students may monitor the status of their successes and improve themselves as a trigger in topics they are not excellent at; also, combining the gamification approach with blended learning approaches helps students better understand the course. In assigned student-paced Kahoots, questions and answers are displayed on players' screens and teachers can turn the timer off. Assign them as part of distance learning or for review and formative assessment in class. Now teachers can assign Kahoots directly in Microsoft Teams. That means that Kahoot as an online based application and website can be synchronized with other platforms that make the teachers more active in making their classrooms livelier with the help of other applications that can be joined together.

This way of course also makes a colorful atmosphere during the teaching and learning process or wherever the learning process is being conducted. Students will play asynchronously at their own pace in this mode, with questions and answers displayed on their screen, allowing them to play anywhere, at any time! Turning off the timer in student-paced problems decreases guesswork, prioritizes precision, and increases student focus. That is why many teachers find challenges useful for reviewing the subject, preparing for tests, and assigning homework.

That's supported by the answer of the teacher's interview *"By using Kahoot as a learning medium in my class, my students are triggered to learn because they are challenged to compete on the material they have studied through the gamification approach."* Through gamification, students may monitor the status of their successes and improve themselves as a trigger in topics they are not excellent at; also, combining the gamification approach with blended learning approaches helps students better understand the course.

D. TikTok

Based on the observation conducted by the researcher, it showed that in assessing the students, teacher gave the instruction through WhatsApp group then asked the students to watch a video about "How to use There is ... and It is ..." from Simple English Videos on YouTube. Then, teacher asked students for making a TikTok video. Students had to edit the video by adding five of sentences about what should students do to fight against corona virus by using the material which has learned on YouTube and using grammar correctly. The assessment that was given is kind of writing report. Through that assessment, teacher could measure students writing ability and the use of grammar correctly. Beside of that, now TikTok is popular apps that most of



people use it. By using music from TikTok apps, students feel fun and enjoy to do the assessment. They also can dance following the music to show their ability.

That's supported by the answer of the teacher's interview *"As we know that now TikTok is popular apps that used by young generation to show their ability or just for fun. This app provide video editing also can adding the music inside it that will make students be easy to do the assessment and being enjoy"*. Through that assessment, teacher could measure students writing ability and the use of grammar correctly. Beside of that, now TikTok is popular apps that most of people use it. By using music from TikTok apps, students feel fun and enjoy to do the assessment. They also can dance following the music to show their ability.

#### E. Instagram

Based on the observation, this application was used as online quizzes and multiple-choice tasks from the teacher. Teacher used story on Instagram as a tool for giving quizzes to the students. Below is the picture of quizzes stories on Instagram. Instagram can be a valuable tool for online English assessment, offering a practical and engaging platform for various activities. It can be used for tasks like writing descriptive texts, creative assignments, and sharing language learning content. Additionally, it facilitates communication and feedback between students and teachers. The use of Instagram as an assessment method are: 1) Written Assessments: Students can submit their work in the form of written captions, stories, or blog posts on Instagram. 2) Oral Assessments: Students can record short videos or audio messages to share their thoughts and ideas, which can be used for assessment. 3) Self-Assessment: Students can reflect on their own progress and learning through Instagram posts or stories.

That's supported by the answer of the teacher's interview *"As we know that now Instagram is popular apps that used by young generation to show their ability or just for fun. This app provide picture and video editing also can adding the music inside it that will make students be easy to do the assessment and being enjoy"*. Through that assessment, teacher could measure students writing ability and the use of grammar correctly. Beside of that, now Instagram is popular apps that most of people use it. By using music from Instagram apps, students feel fun and enjoy to do the assessment.

#### F. WhatsApp

Based on the observation, Teacher gave students an assessment through WhastApp. All the instruction and rules were given through WhatsApp group. Through this app also, teacher provide a space for students to ask questions about the material and the instruction that they had not understood. The teacher asked the students to read some articles about kindness in this Covid-19 era then made a video presentation as their speaking assessment. Student had to use at least one grammatical rule from unit 6-8 on English Mind book in their assessment. The assessment would be compiled to the leader of class. Students might ask to the teacher if they had not understood both in the lesson and instruction of the assessment. The teacher also had given example of the assessment on her YouTube

channel. Students had to use uniform in making their presentation video. All those instructions were given on WhatsApp group by the teacher.

That's supported by the answer of the teacher's interview *"I used WA because everyone uses it in a daily life. Beside of that WA is simple, easy, and does not spend much data quota"*. Teacher used WhatsApp because it is simple, easy to be used, does not need much data quota and everyone uses it every day.

#### G. Youtube

Based on the observation, Teacher used YouTube for giving an example to the student in order to have higher order learning opportunities and increasing engagement with assessments by providing videos, simulations, case studies or other resources to get deeper engagement from students. It was seen from the first observation. The material was taken from YouTube, that was about "How to use "here is .. " and "It is ....". As well as the last observation, teacher gave example of speaking assessment through YouTube channel.

That's supported by the answer of the teacher's interview *"I use Youtube to assess the students' pronunciation related to the material given. It's very effective to use"*. The teacher assess the pronunciation by using youtube.

In order to make the readers easier, it presented the use of media as online assessment at Eighth grade students in the table form as below.

**Table 1. Digital Media in Onlien Assessment**

Assessment Tool	Material	Form of Test	Assessment Type	Information
Google Form	Recount Text Exercise	Mind Mapping	Online Assessment	Taken from documentation and interview
Google Classroom	Past Perfect Continuous	Summary	Online Assessment	Taken from documentation and interview
Kahoot	Vocabulary	Game	Online Assessment	Taken from documentation and interview
TikTok	How to use "There is ... and It is ..."	Report Writing	Offline Assessment but online submitted	Taken from observation
Instagram	Conflict and Solution	Quizzes and Multiple Choices	Automated online assessment	Taken from observation
WhatsApp	Grammar unit 6-8 (Dummy	Oral presentation and article	Offline Assessment but online	Taken from observation

	English in Mind)	Report	submitted	
YouTube	How to use "There is ... and It is ..." and Grammar unit 6-8	-	-	It used for giving example to students.

## 2. Students' Perception in Use of Digital Media in Online Assessment

The findings based on the interview indicated that students have a favorable attitude about the utilization of digital online assessment. They agreed that incorporating technology into the way they conduct evaluations is a beneficial innovation since it helps them to receive immediate feedback and findings. The students discovered that using online assessments offered varied teaching-learning tactics in class. Based on the results of interview, it can be concluded that almost all respondents gave the same response to the implementation of this digital online assessment, such as Google Classroom or Google Form. On average they think that Google Form is a site or service to help us online, such as services for registration, exams, assessments, assignment collection and others. They also agree that they know how to apply for Google Forms. They said that for the application, the teacher often provides a link first, and then after we click it, there will be a column to fill in the name, class, absentee number or students' number, and so on. After students click next, the display will change to filling in multiple choice questions or essays. After completing the question, there is a column where students can submit their work or complete it, and depending on the lecturer or teacher who gave the assignment, there is usually a column where you can see the grade. Regarding the effectiveness of using Google Forms, there are those who see that Google Forms is very effectively used in online assessments. This happens because Google Forms are very helpful in the data collection process, especially during online learning, especially in assessment.

## Discussion

The purposes of this research are (1) To describe the use of digital media in online assessment and (2) To find out the students' perception in use digital assessment in online assessment. Based on the result presented above. The research discussion is as follows:

### 1. The Use of Digital Media in Online Assessment

Based on the data obtained through interviews and observations of the online assessment in English lesson at eight-grade grade students of SMP N 4 Klaten, six digital online assessment applications are used, namely Google Form, Google Classroom, Kahoot Instagram, TikTok, WhatsApp, and YouTube. Google Form and Google Classroom are used for arranging, producing, submitting, and amending the assessment; Instagram and WhatsApp are used for giving and submitting the assessment; and YouTube is used for offering examples to students.

According to the results of the research, online assessment is more advantageous because of some reasons. First, it is not necessary to be printed. The online assessment

also discourages cheating. Moreover, the results of the exam can be made immediately available after the test has been taken. It can save the questions, prior results, and students' profiles in one place. Finally, online assessment can be used to test many students at once. Similarly, highlights the benefits of assessment which is done virtually, focusing on the improvement of student commitment, better flexibility regarding the time and location of the assessment task completion, fast feedback, and shorter time for marking.

Reflecting on the current study, students also considered the formative online assessment as a tool to foster instant formative feedback from instructors and peers. This has also been highly reported by other researchers who found the similar findings. Formative online assessment plays tremendous roles in education and has a number of benefits over conventional paper-based assessment tools, including reliability of grading and efficiency in terms of time, effort and money spent on the exam process. According to technology enhanced feedback helps learners consolidate their strengths and identify their weaknesses. Paper-based formative assessment followed by face-to-face feedback in the class often makes the low-achiever feel bad. In fact, the feedback students receive through online formative assessment; helps them get additional information for learning. However, the way learners perceive feedback as constructive for learning; relates to the way it is provided and language used (Havnes, 2012).

Seeing the many functions of the Google Form, English teacher at SMP N 4 Klaten uses the Google Form for various purposes, one of which is to give online assessment, especially in English course 2. The material Steps for making Google Forms: 1) opening the Google Form application by first logging into a Google account, 2) making a learning evaluation title with the Google Form application, 3) setting up the initial learning evaluation with the google form application, 4) making questions on the google application form, 5) making answer keys and scoring on the google form application, 6) analyzing the work of students.

Google Forms can be a valuable tool for researchers to conduct online assessments. Its user-friendly interface and various question types make it suitable for a wide range of research purposes, from collecting data for quantitative studies to gathering feedback for qualitative research. The Google Form application makes the teacher's job easier because the teacher does not need to correct students' answers. Student answers are automatically saved and there can be scores immediately because there is already an answer key. The daily assessment revealed that almost all students were able to follow and implement the course material, except for a few students who were inactive from the start because they lacked access to the Internet. If a student is unable to partake in assessment activities using Google Forms, the teacher administers an alternative offline assessment at the student's residence, as is customary for offline learning. From the initial analysis, it turns out that Google Forms can be used as a practical, effective, and easy learning assessment tool for both teachers and students as the object of the assessment. The teacher's work becomes lighter and students can follow the assessment easily.

From the daily assessment, it turned out that almost all students were able to follow and implement, except for some students who were not active from the beginning because they did not have online facilities. For students who cannot participate in assessment activities using Google Forms, the teacher has an alternative assessment method that is done offline specifically for students' homes, as is done during the offline learning process.

In line with several previous researches, A Google form can be considered by teachers as a learning evaluation instrument and as an alternative to making online questions. As an additional benefit, using Google Form in ELT also gives the students the ability to view their scores once they submit their answers. The results of this research also support the study on the use of Google Form at UIC (University of Illinois at Chicago), using Google Forms proved to be an easy (and free) way to foster more active learning and to facilitate real-time formative assessment during library instruction sessions (Linda B. Nilson, 2017). It was an effective method largely because of student and course instructor buy-in and the forms' ease of use. This application of Google Forms can be easily replicated and extended by other instruction librarians/libraries engaged in similar information literacy work. As the foregoing indicates, there are many pedagogical benefits associated with this approach, for students, library instructors, and course instructors. Online learning using google classroom digital media at SMP N 4 Klaten also has positive value for students because they can simultaneously learn technology in today's increasingly sophisticated and developing era. That way, students can use the technology to explore and expand information and knowledge about learning materials from sources other than the teacher. The application of online learning can provide new experiences that are more challenging than the face- to-face learning model. Where in online learning students and teachers have freedom because they are not limited by space and time. As in SMP N 4 Klaten, implementing online learning using the google classroom learning media, where teachers can freely provide learning materials to students and also students have a lot of time to work on and collect assignments because they are not limited by space and time. Even so, the teacher at SMP N 4 Klaten does not necessarily give freedom to the students in doing assignments, for those who can do assignments on time or collect them first will be given a plus by the teacher.

In the same line (Herawati, 2022) stated Google Classroom help teacher and students to communicate and can be used to organize and manage assignments to go paperless for collaboration between students and between teachers. It is an online medium generated to help teachers or lecturers create a task, share teaching material, collect paperless assignments, assess student duty and be attributed by automatic document storage. It can be stated as awesome media that completely available in teaching learning process because so many items paperless we can share at that platform. In addition, according (Iftakhar, 2016) Google Classroom is easy to use because Google Classroom design simplifies the interface and instructional options used to convey accepting assignments. Communication with the entire course or individuals is also simplified via announcements, email and push notifications.



Through Kahoot, students are actively involved in the learning process because the application provides a fun learning experience through interesting quiz games. Students tend to be more motivated to learn, particularly in learning vocabulary because they feel like they are learning while playing. Furthermore, the quiz format in Kahoot allows students to repeat the material in different ways, thus strengthening their memory of the vocabulary that has been taught. This is in line with (Rojabi, 2022), Kahoot are successfully introduced new content, and provide more interactive and fun learning so that students are motivated to compete and master the language material. Some students also said that Kahoot helped them understand the meaning of words faster because there are answer choices that make them think critically.

In line with (Licorish, 2018), by using Kahoot students can play an active role in the teaching and learning process. Using Kahoot can also help students remember the concepts and knowledge in the teaching and learning process. Students could participate more and look more pleasant with the use of this application. In addition, teachers will be easier to evaluate their students. Kahoot may be used by teachers as a reflective tool to verify students' learning and to track overall class progress as well as individual students' learning trajectory. Kahoot allows students to interact with their teachers, peers, and classroom content in new ways. It aids in the creation of a "fun" learning experience, which led to good classroom engagement dynamics. Overall class progress is shown in detail which may stimulate students more in the next engagement. Maintaining anonymity is crucial for engaging students who may not be actively participating in classroom discussions. The use of Kahoot causes undue rivalry among students and, to some extent, unpleasant sentiments.

Furthermore, based on the findings of this research, using social media like Instagram and WhatsApp for English online assessment offers various possibilities. Instagram can be used for visual assessments, like creating short video responses or sharing visual content related to a topic. WhatsApp facilitates quick assessments via text-based quizzes, voice recordings, or even sharing written assignments. These platforms also allow for instant feedback and peer interaction, enhancing the learning experience. Findings on this research showed that there are four major social media platforms used for educational purposes, particularly as a digital online assessment. Firstly, is YouTube. This social media has been found to promote language development, intercultural learning, and motivation with an authentic L2 learning environment. It also could be used as an alternative or supplement to traditional teaching materials (Dizon, 2016). Secondly is Instagram. Instagram provides an effective platform for immersing learners in the English language and may be beneficial for teaching vocabulary. The learning content of Instagram is usually pretty simple and straightforward. In other words, social media accommodate the needs of students for having simple lessons and it is favorable. Overall, Instagram may be a viable educational platform for English learners to hold their interest and motivate them to learn. Next is TikTok, which is really popular among generation Z. This platform enables its user to create short videos from 15 seconds to 10 minutes. Previous related research by English language learners showcased that English language education

learners hold a positive attitude towards the application of TikTok in English (Xiuwen, 2021). The students feel an improvement in terms of their motivation, pronunciation skill, and vocabulary. Last is WhatsApp. Learning English by this application facilitates discussion which leads to a positive and engaging learning atmosphere.

In line with this research, YouTube is also one of the most visited applications for learning English. In comparison to TikTok in which only provides very short video, YouTube enable its creator to upload video with longer duration. Sufficient study about the usage of YouTube also has been explored. It showed that YouTube offers benefits. Results revealed that the most highlighted purposes for learning English on YouTube were to explore supplementary learning resources, to seek the attraction of learning foreign language, and to explore cultural knowledge (Hwang, 2021). It also enables its viewers to give comments, press like or share buttons as a form of interaction. It also can accommodate and personalize each student's need in learning foreign language. The student can locate videos and information relevant to her learning goals then create highly personalized learning contexts.

## **2. Students' Perception in Use of Digital Media in Online Assessment**

This research has generated several findings regarding students' perceptions on the implementation of digital online assessment by the English teacher at SMP N 4 Klaten. Thus, there are several digital online assessments used by the English teacher at the school, such as using Google forms or Google Classroom, Kahoot, and several social media platforms like Instagram, Tik-Tok, YouTube and even WhatsApp application. The student claims Google Form is easy it to use during at implementation, this is supported by respondents when interviewed that regarding. Students' perceptions on the implementation of Google Form are useful for making it easier for users to create and collect or collect data they want to obtain. Moreover, this results relevant to the findings of (Sivakumar, 2019), which states that Google Forms as a web-based tool called Google Forms is used to design forms for data collection. Google Forms can be used by teachers and students to create surveys, tests, and registration forms for events. In addition, Google Forms can be used for lesson planning, professional development planning or surveys, and assessment forms. Besides being easy and practical to do, data storage using this service is also real time and can be accessed by anyone online. It is line with the opinion of other research who say that Google Form is a Google application available on Google Drive which is useful for helping plan events sending surveys, giving student quizzes, do an assessment or collect other information easily and efficient. Google forms can be used for self-grading assessment.

In addition to the effectiveness of Google Forms, according to students' perceptions using Google Forms in online English assessment is very effective to use, because it is very helpful in the process of collecting data when learning online. The results support the findings of (Ulfah, 2020) thesis, mentioning that the use of the variable effectiveness of using Google Form as a learning evaluation medium obtained an average percentage of 84% with effective criteria because it is easy to access, efficient in terms of time, efficient in using paper and can be reached by all groups. Google Form has effectiveness to be used as an evaluation medium because it makes it easier

for teachers to manage students' learning outcomes but there are still several factors that make the use of Google Form effective less. In order for the evaluation media to run more effectively the teacher must pay attention to several things such as class preparation, subject matter, references, and types of evaluations, directions, and scoring criteria.

The findings of this research also indicated that students have a favorable attitude about the utilization of digital online assessment. They agreed that incorporating technology into the way they conduct evaluations is a beneficial innovation since it helps them to receive immediate feedback and findings. In addition, the vast majority of students used assessment tasks to prepare for the exams. The study results are consistent with those of (Iqbal, 2022), who found that Kyrgyz students believe that online assessments can promote learning by providing quick feedback.

The result of the interview also reveals several insights related to the implementation of digital online assessment of social media. On average, for learning purposes the majority of the students spend one to three hours on social media. Other findings also showed they commonly accessed several types of social media such as YouTube, Instagram, TikTok, WhatsApp, and others. The finding from the interview corresponded with the previous study social media is the result of technology advancement. It offers convenience and flexibility for its users. That is why social media also can be utilized for educational purposes. However, this study yielded slightly different results in which TikTok was included as the top social media accessed by the learners for English learning.

In conclusion, students given positive perceptions of online assessments due to increased practicality, convenience, and flexibility. They appreciate the ease of access, the ability to take tests anywhere, and the time- saving benefits of online platforms. Many students also find the immediate feedback and the opportunity to use online resources during tests to be beneficial, contributing to a more positive learning experience.

## CONCLUSION

Based on the data achieved through interview and observation of the online assessment in English lesson at eight-grade grade student of SMP N 4 Klaten is implemented through the use of six digital online applications for assessment, namely Google Form, Google Classroom, Kahoot, Instagram, TikTok, WhatsApp, and YouTube. Google Form and Google Classroom are used for arranging, creating, submitting, and correcting the assessment, Instagram and WhatsApp are used for giving and submitting the assessment while YouTube used for giving example to students. In the implementation process, teacher applied eight principles of online assessment. The principles are longitudinal reflection, giving feedback, readymade tools, technology enabled authentic assessment, enhanced collaboration, exploit variety of techniques, prepare IT and people, and monitoring the student. Teacher also did some strategies for online assessment, as follows: (1) Start planning and designing assessment early, (2) Instruction, rubrics, and expectations need to be clear and complete, (3) Provide a space for students to ask

question such as a discussion and collaboration, (4) Use variety assessment types, (5) Use interactive and higher order learning opportunities, and (6). Providing feedback.

The findings of this research also indicated that students have a favorable attitude about the utilization of digital online assessment. They agreed that incorporating technology into the way they conduct evaluations is a beneficial innovation since it helps them to receive immediate feedback and findings. The findings showed that the student claims Google Form is easy to use during at implementation, this is supported by respondents when interviewed that regarding. Students' perceptions on the implementation of Google Form are useful for making it easier for users to create and collect or collect data they want to obtain. It also showed that several types of social media such as YouTube, Instagram, TikTok, WhatsApp, are very interesting as they commonly used it in their daily life.

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