UTILIZING GOOGLE FORM FOR COLLECTING RESEARCH DATA FOR THE EIGHTH SEMESTER AT THE ENGLISH DEPARTMENT OF THE FACULTY OF TEACHER TRAINING AND EDUCATION IN INDONESIA

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Abstract

In this regard, Geoggle can improve data quality, efficiency, and usability. In this regard, geoggle formulas can improve data quality, efficiency, and usability. A platform called Google Forms was created by Google to provide online form submission services. Google Forms has been used in a few studies as a tool to collect and organize data in many contexts, such as online surveys, data collection, and employee evaluations. The purpose of this study is to determine some of the effectiveness of Google Forms in gathering data when compared to other methods, such as surveys or kuesioner terbuka. In this study, Google Forms is used as a tool to collect effective and efficient data and to facilitate the collection of data that can be used for analysis and evaluation. According to this study, Google Formulir can be used as a tool for gathering and analyzing data in a variety of contexts, including public opinion and organizational activities. To increase efficiency and accuracy, data collection can be done online using Google Formulir and integrated with other information systems like Google Drive and Google Spreadsheet. Accordingly, Google Formulir is a very useful tool for gathering and organizing data, and it may be used in a variety of contexts to increase data accuracy and efficiency.

Article History:

Keywords: Data collection, Questionnaire, and utilization of Google Form.

INTRODUCTION

The use of Google Forms in data collection throughout the eighth semester of the English Department has non-trivial significance. First and foremost, Google Form provides an easily navigable platform that allows students to quickly and efficiently gather data from a variety of respondents without the need for geographic restrictions. In addition, with flexible customization features, the researcher may easily create surveys that meet curriculum requirements and learning objectives. This makes it possible to gather data that is more structured and pertinent to the taught material. Subsequently, Google Form has the ability to automatically analyse data, enabling lectures to quickly evaluate survey results and identify potential candidates or trains. In this way, using Google Forms not only increases data collection efficiency but also provides valuable insights for users.

However the integration of technology with the internet has greatly aided in the completion of all necessary tasks, including data collection (Ekaningsih et al., 2022). Google Formulir, sometimes known as Google Form, is a component of Google Docs that is provided by Google's technology development team. Google Form is a free and simple to use software (Widodo et al., 2021). Google Forms are commonly used for a variety of purposes, including creating questionnaires, rapid countdowns, online absence, online user inquiries, and data collection. (Setiawan et al., 2022). Google Forms, a popular survey application, can send results to a spreadsheet. If there is any feedback from the respondent, it will be automatically recorded in the spreadsheet. This explains how the application can handle a variety of questions, including the user's response to long or short text (Rahmiyati, 2020). Data is the most important factor in determining the quality of work. Good data will lead to good decisions (Mashud et al.2021).

On the other hand it different from the research result playfoot (2020) The study results related to the use of a Google Form by eighth-grade English language learners can reveal several topics that require further investigation. Initially, there may be technological obstacles or lack of access related to using the aforementioned platform within the educational environment, such as unstable internet connections or low technical knowledge among students and teachers simultaneously. In addition, there is the potential for problems with data security and privacy while using Google Forms, especially when sensitive or private information is involved. Other issues may have to do with the validity and dependability of the data obtained through online surveys using Google Forms, including the potential for respondent bias or reluctance to provide answers that are not accurate or appropriate. In addition to that, there is a possibility that not all teachers have access to the tools or technology needed to use or understand them.

Google Form usage is an interesting research for various reasons, including: Technology Usage Trends

(1). Google Form is one of the most popular tools for online data collection. With the increasing use of technology in various aspects of life, including research and surveys, it is critical to understand how Google Forms are used, both in academic and non-academic contexts.
(2). Increased Efficiency: Research on the use of Google Forms can help identify factors that improve data collection efficiency. This includes factors like effective form design, good data management, and speedy results analysis.
(3). Data Quality: Research on the use of Google Forms can assist in determining the quality of the data generated. This includes considerations regarding the validity, reliability, and dependability of data acquired using these forms.

(4). Technology Development and Innovation: Researching Google Forms can also help you understand how the tool evolves over time and how new technologies can improve it. This is significant in light of the ever-changing nature of information technology.
(5) Research Methodology Development: Studies on the use of Google Forms can bring new insights into research procedures, particularly those involving online data gathering. This may influence future research design and implementation.

Google Forms is a web-based application that makes it easier for users to access it using a computer, laptop, or mobile device without having to specify the location or time of day while there is an internet connection. Google forms are widely used in the fields of education and research. Google Forms' uses in education include conducting online exams, conducting surveys of students' opinions of teachers and other educators, registering new students as teachers, and doing online absence Nawir (2022).

Meanwhile the study, which was conducted in conjunction with the use of Google Forms to gather data for eighth semester English department, has shown some interesting findings. A few studies have examined the effectiveness of Google Forms in gathering feedback and comments from students regarding their learning experiences, including course materials, teaching methods, and specific learning requirements. The results of this study indicate that using Google Forms can assist teachers in identifying areas where corrections or adjustments are needed in lesson plans or student behaviour. Not only that, but this study also highlights the advantages of online forms such as Google Form in terms of user-friendliness, accessibility, and capability to provide structured data that is easy to understand. However, some research has highlighted several issues related to using Google Forms, such as data privacy, security Al-Tamimi, M. (2020). The above description, to encourage students' interest in using Google Forms to gather data for research projects. The aim of this study is to promote understanding and awareness regarding the use of Google Forms in the field of research, enabling students to become proficient in creating surveys and gathering data for scientific projects online.

METHOD

Research Desain

The research design for using Google Form to collect data for the eighth semester of the English language course involves quantitative research that is influenced by online survey users. In this design, I will use specially designed questionnaires to assess several aspects of education, including as students' grasp of the course material, the effectiveness of the teaching methods, and their perceptions of the quality of their learning experience. This study's design will be descriptive, with an emphasis on gathering information that can provide clear illustrations of students' experiences and concerns regarding their education during semester eight. In addition I will use a cross-sectional study design, gathering data at a single point in time to depict the current state of affairs. The following steps will be taken to ensure that the questions submitted through the Google Form are relevant and may be answered, as well as.

Participants

Students in the eighth semester of the Department of English in the Faculty of Teacher Training and Education at an Indonesian university are the subjects of this study. Students that are finishing up their

last coursework and have enough experience using Goggle forms to gather data may be among these participants. Random Sampling (also known as Acak Sampling): Every senior high school student at the aforementioned law school gets an equal opportunity to act as a participant. This sample is being drawn accurately in order to ensure representation.

Instrument

The research instrument used is a questionnaire created using a Google Form. This questionnaire is designed to efficiently collect data from senior high school students in the relevant law school. The Google Form's question types include multiple choice questions, Likert scale questions, using a Google Form enables researchers to easily gather large amounts of data, analyze responses effectively, and quickly determine participant participation. In addition to this, the automatic data analysis feature of the Google Form assists researchers in identifying the tone and length of responses provided by participants.

Procedure Data Collection

This study employs a questioner-based data collection technique that is accessible through a Google Form. First, the research goal was established, which was to gather data from senior high school students in the English language department of the Faculty of Education and Science in Indonesia. The research questions center on the effectiveness of using Google Forms to collect data and the responses of students to this technology. Finally, the study instrument is a questionnaire that may be filled out on a Google Form. Questions that are pertinent to the study's objectives are prepared, covering narrow choices, Likert scales, narrow questions, and wide questions. The instrument's validation is carried out to ensure that respondents understand and have clarity on the questions.

Once the interview is over, the master will receive the link to the Google Form by email, group What Sapp, or other communication platforms. To increase response time, feedback is given to teachers who have not yet developed their critical thinking skills. Once all of the data has been collected, the results are exported in a spreadsheet format from Google Form and analyzed using data analysis software like SPSS or Excel. The descriptive analysis is carried out to obtain a general picture of the data that is collected, and the longitudinal analysis is carried out in accordance with the research objectives. The results of the subsequent analysis are presented in a format that covers methodology, results and discussion, as well as conclusions and recommendations.

Analysis Data Collection

When data is collected via a Google Form, data analysis techniques are carried out using data analysis tools like Excel or SPSS. The first step is to enter the computational results into a spreadsheet format and then begin a descriptive analysis. This analysis aims to provide a general overview of respondent characteristics and the nature of questions about specific research questions. Afterwards, a comprehensive analysis is conducted to investigate the relationship between the studied variables, such as the impact of using a Google Form on the effectiveness of data collection or the teachers' perception of the technology in question. The above analysis results are then interpreted in a clear and concise manner within the results and discussion section of the research report, which also includes the main idea, its implications, and recommendations for future research. Through the application of appropriate

analysis techniques, researchers may ensure that the data collected is not only relevant but also useful in enhancing research output.

FINDINGS

Statistics

		English student	positive stagment	negative stagment
N	Valid	49	49	49
	Missing	0	0	0

positive stagment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	1	2,0	2,0	2,0
	20	3	6,1	6,1	8,2
	21	3	6,1	6,1	14,3
	22	5	10,2	10,2	24,5
	23	5	10,2	10,2	34,7
	24	5	10,2	10,2	44,9
	25	8	16,3	16,3	61,2
	26	4	8,2	8,2	69,4
	27	5	10,2	10,2	79,6
	28	5	10,2	10,2	89,8
	29	5	10,2	10,2	100,0
	Total	49	100,0	100,0	

a) The number of students who attained a particular "positive stagmen" level is known as the frequency. Twelve pupils, for instance, achieved level 12, three attained level 20, and so forth.
b) Percentage: This represents the portion of the 49 students who completed the course and attained a particular "positive stagment" level. As an illustration, the 12 students who achieved level 12 make up roughly 2.0% of all pupils.
c) Valid Percent: In each "positive stagment" category, this is the percentage of valid students. This percentage is computed without taking into account incomplete or inaccurate data, based on the number of pupils who met a particular level.
d) Cumulative Percent: This displays the total proportion of students up to a particular "positive stagment" threshold. For instance, in positive statistics, 34.7% of the students have attained level 23 or less.

Negative Stagment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	3	6,1	6,1	6,1
	10	7	14,3	14,3	20,4
	11	11	22,4	22,4	42,9
	12	8	16,3	16,3	59,2
	13	5	10,2	10,2	69,4
	14	3	6,1	6,1	75,5
	15	1	2,0	2,0	77,6
	16	1	2,0	2,0	79,6
	17	2	4,1	4,1	83,7
	18	2	4,1	4,1	87,8
	19	1	2,0	2,0	89,8
	20	1	2,0	2,0	91,8
	21	2	4,1	4,1	95,9
	22	1	2,0	2,0	98,0
	29	1	2,0	2,0	100,0
	Total	49	100,0	100,0	

a) The number of students who attained a particular "negative stagment" level is known as the frequency. As an illustration, nine students have attained level 9, seven have attained level 10, and so forth.
b) The percentage of the overall student body (49 students) that attained a specific "negative stagment" level is indicated here. For instance, the nine students who attained level nine represent roughly 6.1% of all pupils.
c) Valid Percent: In each "negative stagment" category, this is the percentage of valid students. This percentage is computed without taking into account incomplete or inaccurate data, based on the number of pupils who met a particular level.
d) Cumulative Percent: This displays the total proportion of students up to a particular "negative stagment" threshold. For instance, in "negative stagment," 42.9% of the students had attained level 11 or below.

Case Processing Summary

		N	%
Cases	Valid	49	100,0
	Excluded	0	,0
	Total	49	100,0

a. List wise deletion based on all variables in the procedure.

a) Valid Cases: The total number of cases or data that met the criteria for analysis is indicated below. 49 examples or students in this context are included in the analysis. This indicates that

all 49 students' data were used to calculate statistical results or to provide alternative interpretations.

b) Excluded instances: According to the table, "Excluded = 0" indicates that no instances were eliminated or excluded throughout the analytical procedure. This shows that every piece of data that was accessible was analyzed, and no cases were excluded due to predetermined standards.
c) Total: 49 students make up the total number of cases or data in the sample under analysis.

Reliability

Proximity Matrix

	Correlation between Vectors of Values		
	English student	positive stagment	negative stagment
English student	1,000	-,002	,214
positive stagment	-,002	1,000	-,280
negative stagment	,214	-,280	1,000

This is a similarity matrix

a) "English student" and it have a 1.000 connection. This suggests that the variable "English student" has a perfect correlation or a very strong link between equal values.
b) There is a -0.002 association between "positive stagment" and "English student." The fact that this number is so near to zero suggests that there is no meaningful relationship between "positive stagment" and "English student."
c) "Negative stagment" and "English student" have a 0.214 association. The association between "English student" and "negative stagment" is weakly positive, as seen by this number.
d) "Positive stagment" and it self-have a 1.000 connection. This suggests that the variable "positive stagment" has a perfect correlation or a very strong link between equal values.
e) The correlation coefficient -0.280 is the between "positive stagment" and "negative stagment." This number shows that there is a significant inverse relationship between "positive stagment" and "negative stagment."
f) "Negative stagment" and it self-have a 1.000 connection. This suggests that the variable "negative stagment" has a perfect correlation or a very strong association between equal values.

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,223[a]	,050	,008	2,772

a. Predictors: (Constant), negative stagment, positive stagment

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	18,425	2	9,212	1,199	,311[b]
Residual	353,575	46	7,686		
Total	372,000	48			

a. Dependent Variable: English student

b. Predictors: (Constant), negative stagment, positive stagment

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12,147	3,799		3,197	,003
positive stagment	,054	,129	,062	,417	,678
negative stagment	,158	,102	,232	1,548	,128

a. Dependent Variable: English student

DISCUSSION

In this study, we investigated how English students' views were impacted by two variables: "positive stagment" and "negative stagment." We discovered several significant results from the regression analysis that require more discussion in order to fully comprehend the link between these factors.

1. The degree of correlation between the variables

The correlation coefficient (R) for the regression analysis is 0.223, indicating a poor association between the dependent variable (English student) and the independent variables (positive and negative stagment). The R Square value of 0.050 suggests that the variables "positive stagment" and "negative stagment" account for just approximately 5% of the variability in the judgments of English students. Additionally, the model's extremely low predictive potential is supported by the lower Adjusted R Square value (0.008).

2. Significance in Statistics

The regression model as a whole is not statistically significant, according to the ANOVA results (p value = 0.311). This indicates that the variety of English students' views is not substantially explained by the

combined effects of "positive stagment" and "negative stagment." The individual regression coefficient analysis supports this, with a p-value of 0.128 for "negative stagment" and 0.678 for "positive stagment." Since both values are much higher than the 0.05 significance level, it can be concluded that the two variables in this regression model are not significant on their own.

3. Reverse

With a p value of 0.003, this model's intercept (constant) value of 12.147 is statistically significant. This suggests that there is a fixed element in the perceptions of English students that is unaffected by the independent factors examined in this investigation. This significant intercept suggests that students' views may be more significantly impacted by other factors not included in the model.

4. Conclusions and Their Implications

The results have a number of significant ramifications. First, it appears that the model is insufficiently powerful to account for the variation in English students' perceptions based on the low R Square and Adjusted R Square values. Second, the lack of significance seen in the variables "positive stagment" and "negative stagment" raises the possibility that these elements may not be the primary influences on how pupils perceive the world.

5. Restrictions and Ideas for Further Study

There are various restrictions on this study. First, there's a chance that the model was overly simplistic and left out other factors that could be more important or relevant in illuminating students' opinions. Second, the reliability and accuracy of the results could be impacted by the small sample size (N = 49). It is advised that additional variables, such as cultural background, learning motivation, and teaching quality, be added to the model in future research. Moreover, a larger sample size could contribute to better results reliability.

6. Pertinence to Prior Studies

By demonstrating that particular elements like "positive stagment" and "negative stagment" might not have a major impact on English language learners' views, this study adds to the body of research already in existence. Prior studies by Zhang et al. (2020) revealed that elements like intrinsic motivation and the caliber of instruction have a bigger impact on how English language learners perceive things. Brown's (2019) research also emphasized the significance of social support and the learning environment in influencing students' opinions. Our study's results support these conclusions, indicating that variables that are more intricate and wide-ranging may have a greater bearing on how English students perceive things than the particular elements we looked at.

CONCLUSION

Overall, this study demonstrates that English language learners' perceptions are not significantly impacted by "positive stagment" or "negative stagment." This result emphasizes how crucial it is to take

into account a number of additional variables that might have a greater impact and relevance on how pupils see things.

To give a more thorough knowledge of the elements influencing English students' opinions, more research is required using more extensive models and larger sample sizes.

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