

## Applying English proficiency test using Google form and Zoom

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### Abstract

*English proficiency tests are one of the requirements for graduation on many campuses in Indonesia. The scores of these tests can also be used for job applications. Tests can be conducted both offline (paper-based) and online (internet-based), with the latter allowing participants to take the test from any location. Online tests require a laptop with a webcam, mouse, headset, and phone. This study used Google Form and Zoom Cloud Meeting as the test platforms, and qualitative research methods were used to understand the benefits, obstacles, and problems that arose. Data was collected through investigation, questionnaires, and interviews, and the researcher recorded everything that happened during the study. Some benefits, obstacles, and problems were found when using Google Form and Zoom Cloud Meeting.*

**Keywords:** *English proficiency test; internet-based test; Zoom Cloud Meeting,; Google Form*

### INTRODUCTION

English is a global language and is a crucial tool for communication in the international world. Many fresh graduate students try to learn and master English to meet the requirements for job applications in multinational companies. One of the ways to prove their proficiency is by taking the English Test Proficiency, or TOEFL. TOEFL is a test that measures a person's ability in listening, writing, structural expression, and reading. According to Genius Edukasi (2015) and Luthfi (2019), there are three types of TOEFL tests: PBT (paper-based test), CBT (computer-based test), and IBT (Internet-based test). The paper-based test is the most convenient as it only requires paper, a pencil, and an eraser. The computer-based test, on the other hand, requires the use of a computer, headphones, and mouse, and uses interactive software. Participants are in the same room for this test. The last type is the internet-based test which requires several devices such as a computer, headset, mouse, and a good internet connection. The test takers can take the test anywhere, so participants are not in the same place or room. They are at their own respective locations.

The Internet-based test (iBT) uses various applications for its administration. Some examples include ACTFL Assessments, IELTS Indicator, LanguageCert, TEF Express, among others (Isbell & Kremmel, 2020). As stated by Kurniawati et al. (n.d.), today there are many applications and websites that can be used by teachers and instructors to give quizzes and polls to students. Some examples include Kahoot, Verso, Google Form, and

Quizzes. This makes it easier for participants to take the test, but they must have a good and stable internet connection and a device such as a laptop or mobile phone.

Ginther and Elder (2014) analyzed students' attitudes towards the TOEFL iBT test at Purdue University and the University of Melbourne, Australia. The research's questionnaire found that the majority of participants had favorable opinions on the test. The study showed that conducting the test using an internet-based format had a positive impact on the participants, as they were able to achieve good scores. Furthermore, the test could be taken anywhere, rather than in a specific room. Additionally, online learning has a cost-effective approach and gives opportunities for students to learn how to operate technology (Noor et al., 2020). Kurniawati et al. (n.d.) added that participants need to know and master the knowledge of how to use the test. This applies not only to students but also to instructors. Dousay (2015) stated that instructors and proctors need a theoretical and knowledge base to supervise the test, as it is not advised to take an unsupervised online language test, even though it assures high effectiveness. Language tests must be supervised to reduce fraud and to assist participants if they encounter errors during the test.

Internet-based test applied for the participants to do English Proficiency Test since Covid-19 Pandemic attacked, especially in Indonesia. The COVID-19 epidemic has affected every aspect of activity in a number of industries, including education. Learning that was previously done in a traditional setting is now done entirely online. This has a variety of effects upon implementation, (Rohayati et al., 2022). But, Covid-19 pandemic did not prevent the holding of English Proficiency Test. The most appropriate test is internet-based test. So, there was no reason for everyone that they could not attend or join English Proficiency Test. But, having online test makes the students felt worry the teachers' jobs must make them manage their anxiety, such as positive thinking, keep calm and enjoy it, self-confidence, and preparation (Sagara et al., 2020).

It has been explained that the agency of the test could use several applications for the test. For unsupervised test, the agency could use the *Kahood*, *Google Form*, *Quizzes*, and etc. But if the agency of the test wanted to supervise the participants of the test, they could *Zoom Cloud Meeting* or *google meet* to monitor the participants of the test. *Zoom Cloud Meeting* is one of video communication applications based on cloud computing made by an American company. This application provides remote services by combining video conferencing, online meetings, to mobile collaboration (Luthfi, 2019). This application can be accessed through several operating systems such as Windows, Linux, Mac OS, iOS, websites, and Android. So, people will easily access this application with their gadgets. This application has various features in the learning process, such as meetings & chat, video webinars, conference rooms, phone systems, drawings, and market places. By using zoom, account owners can create multiple classrooms with one account. *Zoom Cloud Meeting* can accommodate up to 1000 participants. This greatly facilitates distance learning. Sutterlin (2018) in his research adds that with the *Zoom Cloud Meeting* media there are no more teachers who cancel meetings due to bad weather, even sick

students can still attend classes and will not worry about missing lessons. Actually, *Zoom Cloud Meeting* is similar with Google meet but *Zoom Cloud Meeting* has more futures. (Wardhani, 2022) said that the lecturer used google meet to have straight communication or two ways learning with the students and it could be applied using *Zoom Cloud Meeting*. Another finding by (Syaharuddin et al., 2021) said that the online advance organizes learning model used an effective *Zoom Cloud Meeting*. They were (1) the application of advance organizer learning had a positive relationship with student learning outcomes; (2) good category was taken place by the implementation of learning; (3) in each meeting, the students increased positive activities and (4) students gave good respond to the implementation of the advance organizer learning model using *Zoom Cloud Meeting* application.

TEFL Test was also used *Google Form*. *Google Form* is a useful application to help plan surveys, give quizzes or tests, and collect information easily and efficiently (Luthfi, 2019). *Google Forms* can be used and accessed easily. In addition, the desired results can also be accessed quickly. Users can also set the filling time for the *Google Form* and can enter images. The *Google Form* provides several options for users in answering questions, such as multiple choice, long or short essay answers. (Aryanti, 2021) said *Google Form* had excellency in service; such as the form looks attractive, has various types of tests that are freely chosen, can be accessed on various devices, quizzes are responded to quickly, the form is responsive, and the results are immediately neatly arranged.

In this study, the researcher investigated the use of an internet-based English proficiency test in an institution in Surabaya, East Java. Specifically, the test being looked at is the TEFL (Test of English as a Foreign Language). The researcher wanted to investigate and describe the way in which the institution applies the TEFL test using *Google Form* and *Zoom*, as well as its benefits and obstacles.

## METHOD

The researchers used qualitative research in this study. (Creswell, 2018) stated that qualitative enquires the researchers would explore and understand the meaning of individual or groups assign to a social or human problem in an approach. Based on Creswell statement, the researchers would like to explain the phenomena in the TEFL test using *Google Form* and *Zoom Cloud Meeting*. This study would use *Zoom Cloud Meeting* to investigate test participants' activities while they were conducting TEFL Test. *Zoom Cloud Meeting* was also used to play the recording for listening section. So, it has been suggested to the participants to wear headset or headphone while listening was playing. It would make the sound clearer. Then, the participants of the test have given *Google Form* link to do the test. *Google Form* link would be shared on telegram group. There would be 4 links; bio links, listening section link, structure and written expression link, and reading link. But the proctor just shared bio link and listening link on telegram. After the participants have done listening section, they would automatically get structure and written expression link. The participants must finish structure and written expression

section to get the last link, reading section link.

The study included 50 students as participants, who took the test in their own location. Data was collected through investigations while the participants completed the test, an open-ended questionnaire, and interviews. The researchers collected data from several instruments, including a close-ended questionnaire, interviews, and field observations. They also asked for adjustments to the test rules to better suit the conditions in the field. The field observations and test rules were used to answer the first theme, which is the way the TEFL test is conducted. The authors analyzed the data from the questionnaire and random interviews to understand the obstacles and problems of using Zoom Cloud Meeting and Google Form. The data was then interpreted in the results and discussion section.

## **RESULT AND DISCUSSION**

This section will cover three main points: the way the TEFL test is conducted, the obstacles and problems encountered when using Zoom Cloud Meeting and Google Form, and the benefits of using these platforms.

### **The way to do TEFL test**

TEFL Test was conducted in paper-based test before Covid-19 attacked in Indonesia. Paper-based test needed long time to correct participants' test, waste energy, and cost consuming. Besides, the committee of the test must prepare the room for a test. (1) paper-based test needed long time to correct participants' test. The way to correct the participants' test was still manually. It would take many times to correct it. Moreover, there are 140 questions; 50 questions for listening test, 40 questions for writing and structural expression, and 50 questions for reading section. Minimally, the participants of the test in this institution were more than a hundred participants. It took one or two days to correct it. After the committee of the test corrected, the committee must enter the score into Microsoft Excel. The data was input manually and it would calculate using formula. The committees needed around three days to finish the final score. (2) It wasted much energy. Besides correction process, the committees must prepare the room. They must arrange chairs to avoid the fraud. The participants did not allow to bring mobile phone and books. But it is very possible for participants to cheat. The committee must prepare answer sheets, question books, stationaries for the participants, such as pencils, erasers, and sharpeners, attendance lists, rules books, and makes sure that the audio work well. (3) The last, paper-based test took a lot of money. It means that the committee of they must buy stationary; pencils and erasers for the participants do the text. Committee needed to copy questionnaire books. The participants must come to the place of test and it needed cost and energy. But the advantage of paper-based test minimizing the occurrence of cheating between participants and participants cannot commit other fraud, one of which is using jockeys. Because the proctor can see and adjust the photo on the identity card with the participant. There are benefits for English Proficiency Test using paper-based test.

In 2020, TEFL Test has been conducted in internet-based test. Internet-based test must be conducted because Covid-19 Virus attacked in Indonesia. The students must have English Proficiency Test from its institution for the requirement to register themselves to have final project and graduation registration. The students must show the evidence and the evidence is TEFL Test certificate. The students must reach minimum score to get the certificate. The minimum score is 423. They students were given 5 times to take the test. If the students could not get the minimum score until they did 5 tests, they would still get a certificate with the maximum score which they have ever achieved. It was not easy for the students to get that score. Before the students got their tests, students got 12 course meetings to prepare TEFL test.

The committee of the test showed a video to the students who would get test. The video was about how to do TEFL test. The students must understand the video well to minimize the errors. Watching a video is one-way-communication. A way communication is carried out to convey messages or information without the need for feedback (Nainggola & et al, 2021). It means that, the students just watched the video. They tried to understand the meaning of the instruction in the video. But the students could not ask if there's anything from the video they did not understand. To overcome this problem, the committee asked the teacher in the course class to provide more details about the procedure for implementing the TEFL Test. If there is something that the prospective test participants do not understand, they can directly ask the teacher in the class. Two-way communication will make the prospective test participants better understand what to prepare and do when going to take the test and during the test. This is called two-way communication which has the meaning of communication carried out to convey information in the presence of feedback (Nainggola & et al, 2021)

The content of the video was the rules of the test, devices must be prepared by test participants, and the way to do test. In the first part of the video, it has been explained the rules of TEFL test. (1) The rules were the students must finish twelve (12) meetings of TEFL course, they must wear formal shirt, in a silent room occupied by a person, no paper, pen, and book on the table and surrounding, and the last, the participants must use table to do the test. (2) The video explained what kind of devices must be prepared by the participants. The participants must prepare laptop to access *telegram web* and do the test, mobile phone and it would be connected to *zoom*, headset or headphone to listen the audio clearly, mouse which helps the participants easier to control the cursor, and excellent internet connection. (3) The video described the way to do TEFL test. TEFL Test participants must join telegram group because link for *Zoom Cloud Meeting* and test would be shared in the group. The participants must join *Zoom Cloud Meeting* by their mobile phone and the headphone or headset must be connected to mobile phone. Because the communicate between the proctor of the test and test participants used *Zoom Cloud Meeting* and the proctor would be listened by zoom. After the participants joint to zoom, the proctor would call participants name one-by-one. The proctor asked them to show clearly their identity card and the participants must show their room situations by using *Zoom Cloud Meeting*

camera in 360 degrees. After the proctor checked the surrounding condition and identity card, the proctor shared link for *bio* in the telegram. The bio consisted of several things; name, register number, uploaded test payment receipt, uploaded a photo with the background of the laptop used, and upload evidence of course participation. The participants had 20 minutes to fill all of it. After that, the proctor sent link for test in the telegram. The participants must turn off the telegram after they open the link for test. But actually, when proctor of the test shared the test link on telegram, it will make it easier for students to cheat because he can give the link to other people. That is the weakness. All of my explanation were the content of the video.

### **The obstacles and problems of using *Zoom cloud meeting* and *Google form***

Covid-19 Pandemic came suddenly in Indonesia because of this reason, Language Centre in one of institutions in Surabaya organized test using internet-based test. The internet-based test at this institution was designed suddenly. At that time, there was no idea for it. They tried to use *Quizzes* but the result was not maximally. So, they decided to use *Zoom Cloud Meeting* and *Google Forms* as the applications they used. In the beginning, there were many obstacles that were faced, one of which was the lack of knowledge about using *Google Forms*, especially for designing test questions for writing and structural expressions as well as reading. To solve the problem, they finally decided to put the problem in the form of an image. That will make it easier for the designer to test and the font size is also stable. In addition, to deal with messy text, images for text reading are more efficient because the size and layout of the text will not change.

The researchers were found some obstacles and problems while TEFL Test was applying using *Google Form* and zoom. The obstacles and problems came from the proctor of the test, participants, and the application which were used. The researchers would explain the obstacles and problems faced in the application of *Google Form* and *Zoom Cloud Meeting* while TEFL test was conducting.

There were some obstacles and problems of using *Zoom Cloud Meeting* during the TEFL Test. They were (1) during the listening session; test participants were strongly advised to use a headset or headphones. The use of a headset or headphones really helped test participants to clarify the sound being played for the listening session. The participants of test should also set the volume for audio so that the sound was clearer. But there were still students who did not use headsets and headphones, so that the test participants could not capture the audio content in the listening part properly. If the sound was less clear, it would greatly affect to the anxiety of the participants of test. (2) A lot of noise came out of the *Zoom Cloud Meeting*. Audio for the listening section was played via zoom. The test takers were asked to mute the speaker but the proctor forgot to mute the mic. It caused a lot of noise from *Zoom Cloud Meeting*, so that, the listening sound was not clear. After the listening session ended, the test takers were asked to turn on the microphone on their *Zoom* and it really affected the participants' concentration because small sounds could enter and disturb the test takers' concentration. The obstacle was not

only that. (3) Vulnerable to fraud was an obstacle face in this test. In one test room at *Zoom Cloud Meeting* there are 24 test participants and one proctor test. If the proctor test is not thorough, the test participant can cheat by using the remote so he can use the jockey. In addition, if when checking identity, the proctor does not check the surrounding conditions carefully then this can also lead to fraud. There are test takers who put other people into the room and help them to do the test. In addition, if the proctor does not regularly check what is on the test participant's monitor screen, the test participant can open a new "window" and look for answers or exchange answers via chat. Then, the speaker was muted in the listening session, the proctor would not know if the student was chatting because sometimes even after checking the room conditions, suddenly someone is cheating to include someone else who was helping with the questions.

The test was having another important problem. It was (4) Internet is not stable. If the internet used by the proctor and test participants was unstable, it would cause chaos, such as (a) if the test participant's internet was unstable and he went out of *zoom*, the test participant would be disqualified. (b) When the listening session and the internet of the test participant were unstable, then he would be left behind by the audio listening that was being played. Next, (c) if the internet proctor was not stable when listening, then all test participants could not hear audio listening, so they could not do well and this will cause panic. In addition, test participants would not get additional time because the time had been set before the test starts. The last was (d) if the internet proctor was not stable, the proctor could not monitor the test participants properly, so that, it was possible for cheating to occur when doing the test

Those explanations were happened while TEFL Test was conducted using *Zoom Cloud Meeting*. It was not only *Zoom Cloud Meeting* but also *Google Form* which had the obstacles and problems. There were the obstacles and problems for *Google Form*. They were (1) bad internet network. There were several problems, such as (a) a bad internet network would affect test takers in working on questions and made them confused because they were afraid that their scores would not be recorded because the question was closed suddenly. It was very likely that the data that had been filled in would be lost. Then it affected to *Google Form*. (b) If the participants' internet network suddenly disappeared or leaved *Google Form*, students could not enter again because the settings used on *Google Form* did not allow the same email to be logged in in the same session, especially during a listening session, students would lose many opportunities to answer the questions in the listening session. Next problem was (c) test participants could copy the questions by screen shooting the questions and this could cause question leakage. So here, the proctor test assignment was really needed to monitor them and the last was (d) the test link would be shared on *Telegram* by the proctor. This would make it easier for students to cheat because they could give the link to other people.

The second problem was (2) link error. There were several obstacles in continuing to work on the questions in the next session. To enter the next session, students must click the link in the *Google Form*. There are some students who cannot click on the link

and end up leaving the question or if the student exceeds the time limit given, the participant will encounter an error and the link cannot be used. If that happens, the participant must do as explained in the video tutorial to do the TEFL Test.



Figure 1. Solve the problem of link error

The third problem was (3) no time visualization in the form. *Google Form* did not provide visual time availability. The timer used was the timer when the question was made. So, the test participants did not know the remaining time they have. Another weakness of *Google Form* was (4) late sending answers. If the test taker collected test answers for more than the specified time and it made *Google Form* could not record the test participant's work and automatically the test participant's score would be empty. Proctor was required to remind the time to test participants to avoid unwanted things. The fifth was (5) communication between proctor and admin. The one who designs the link test was the admin. If there were problems with *Google Form*, proctor must immediately communicate with the admin and it's a waste of time. So that, it could reduce the time of the participant's test. Next was (6) required answer button. If the admin forgot to activate the "required answer" button, then the test participant could miss answering the question or even the test participant did not answer the question. If the "required answer" button was activated, the test participant could not continue to the next session because there were still questions that have not been answered and participants had to find out which part of the question had not been done. The last problem was (7) picture on the question. The reading text used in the Reading session was in the form of an image. So, the size and layout of the reading would not change. In the questionnaire, the test participants said that the picture for the reading section was too small and it was enlarged, it would break.

### **The benefits of using *Zoom cloud meeting* and *Google form***

In this part, the researchers would explain the benefits of using *Zoom Cloud Meeting* and *Google Form* for English Proficiency Test or TEFL Test in an institution in Surabaya, East Java. The researchers investigated that there were some Benefits found while TEFL Test was conducting using *Zoom Cloud Meeting* and *Google Form*. The benefits of using these 2 applications were not only felt by the test committee and proctor but also by the test participants. We would like to describe the benefits of using these two



applications.

There were the benefits of *Google Form*, such as (1) the price of this platform is free. *Google Form* was quite cheap to use. If there are only a few test takers, the organizers didn't need to buy *Google Drive* because *Google Drive's* capacity to store questions and scores was still sufficient. (2) *Google Form* is a flexible platform used. Test using these 2 applications was quite flexible. This means that test takers could do the test anywhere. Proctor test could monitor test anywhere and admin could remote data from anywhere. The most important thing was that they had a good internet network. Using *Google Form* has a future of (3) All answers are filled in. Test participants would not miss unanswered questions because with the "required answer" button, test participants could not continue to the next session if they did not answer the test in its entirety. To make form in *Google Form*, we (4) didn't take much time. The assessment didn't take long because *Google Form* could automatically produce results. So, the test committee just needed to enter the assessment application. This was supported by previous research which states that the assessment media using *Google Form* was more effective than using conventional assessment media (Santoso, 2019). The next benefit is (5) the time could be set. Each session in the TEFL Test had a different time. The test committee could arrange the time as needed. If the time was up, *Google Form* would automatically close by itself. (6) The scores of the test takers were good and they worked faster. By holding an internet-based test using the *Google Form*, this made the test participant's score better than the paper-based test. In addition, test participants were faster to solve questions. The last benefit is (7) a series of *Google Form* questions could be set up with a different link for each meeting or to be more secure, you could enter an email that would use the *Google Form* link that would be used.

*Zoom Cloud Meeting* was also having several benefits for English Proficiency Test. There were five (5) benefits of *Zoom Cloud Meeting* based in internet-based test which had been investigated, such as *Zoom Cloud Meeting* could record activities and used the chat column, the *Zoom Cloud Meeting* application could set who could share, the proctor could silence or unmute participants, the use of *Zoom Cloud Meeting* was more flexible because one *Zoom Cloud Meeting* account could be used for several classes, and the last is the price for *Zoom Cloud Meeting* was relatively affordable when used for testing.

## Conclusion

*Zoom Cloud Meeting* and *Google Form* could be applied to internet-based tests. But we found several benefits and problems in *Google Forms* and *Zoom Cloud Meeting* in designing the internet-based test. The difficulties faced when we used *Zoom* to Test English proficiency were a lot of noise if the participants did not allow for turning off the microphone. Still, suppose the participant enables to turn off the microphone. In that case, the proctor could not identify something fraudulent if the listening part was heard from *zoom*, the participants must wear a headset, and the stability of the internet connection must be paid attention to. We also had obstacles when we used *Google Forms* to test, such

as a bad internet connection would make the data lost. It would make the link error, no time visualization, and late sending answer would make the data unrecorded, and to make the paragraph, we must use a picture, but the images would be broken if the users zoom in.

Zoom Cloud Meeting and Google Form have several benefits for testing English proficiency. Google Forms is free to use and flexible, and it automatically corrects responses in a short time, allowing for faster scoring. Users can also set the time for the test. Zoom Cloud Meeting allows for recording of activities and has a chat column that allows the proctor to silence or unmute participants. Additionally, one Zoom Cloud Meeting account can be used for multiple classes and its price is relatively affordable for testing purposes."

From the problems and benefits encountered in this study, the researchers hope that the issues and the obstacles can be solved when you want to use these two applications to design internet-based tests.

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