Utilization of the Use of Google Forms as an Online Quiz to Increase Vocabulary in Arabic Language Learning

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ARTICLE INFO	ABSTRACT
Article History: Received: 26 January 2024 Revised: 31 March 2024 Accepted: 20 May 2024 Published: 24 June 2024	In the current era of the Industrial Revolution 5.0, it is time for internet access to be very important and influential in everyday life. Because in everyday life, knowledge is needed about how to use the internet well, the answer can be taken from one example: using Google Forms in the learning process. To better understand the use of Google Forms, research was conducted, and this study aims to explain the use of Google Forms as online quizzes to increase vocabulary in Arabic learning in universities. This research method is quantitative, where researchers distribute questionnaires or questionnaires focusing on students majoring in Arabic Language Education to make it easier for researchers to get more accurate data. The results of this study show that Google Forms can be used as an Online Quiz to improve vocabulary in Arabic language learning. With the results of research taken from survey data, the researchers concluded that Google Form is beneficial to be used as an Online Quiz in Arabic learning and the need to add features to Google Form to improve 4 Arabic language skills, especially in speaking skills. The limitation of this study is that researchers can only explain the benefits of using Google Forms as Online Quizzes in general. In line with that, it is expected that further researchers will be able to conduct research by explaining in detail the use of Google Forms as Online Quizzes in Arabic language learning.
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Keyword	Arabic language; Google form; quiz online

مستخلص البحث

في العصر الحالي للثورة الصناعية ٥٫٠، حان الوقت لأن يكون الوصول إلى الإنترنت مهمًا جدًا ومؤثرًا في الحياة اليومية. نظرًا لأن المعرفة مطلوبة في الحياة اليومية حول كيفية استخدام الإنترنت بشكل جيد، فيمكن أخذ الإجابة من مثال واحد: استخدام نماذج Google في عملية التعلم. لفهم استخدام نماذج جوجل بشكل أفضل، تم إجراء بحث، وتهدف هذه الدراسة إلى شرح استخدام نماذج جوجل كاختبارات عبر الإنترنت لزيادة المفردات في تعلم اللغة العربية في الجامعات. طريقة البحث هذه هي طريقة كمية، حيث يقوم الباحثون بتوزيع استبيانات أو استبيانات تركز على الطلاب

في تخصص تعليم اللغة العربية لتسهيل حصول الباحثين على بيانات أكثر دقة. تظهر نتائج هذه الدراسة أنه يمكن استخدام نماذج جوجل كاختبار عبر الإنترنت لتحسين المفردات في تعلم اللغة العربية. وبنتائج البحث المأخوذة من بيانات الاستطلاع، خلص الباحثون إلى أن نموذج جوجل مفيد لاستخدامه كاختبار عبر الإنترنت في تعلم اللغة العربية وضرورة إضافة ميزات إلى نموذج جوجل لتحسين ٤ مهارات في اللغة العربية، خاصة مهارات التحدث. يتمثل الحد من هذه الدراسة في أن الباحثين لا يمكنهم سوى شرح فوائد استخدام نماذج Google كاختبارات عبر الإنترنت بشكل عام. وتماشيًا مع ذلك، من المتوقع أن يتمكن المزيد من الباحثين من إجراء الأبحاث من خلال الشرح التفصيلي لاستخدام نماذج Google كاختبارات عبر الإنترنت في تعلم اللغة العربية.

الكلمات الرئيسية	اللغة العربية؛ نموذج جوجل؛ مسابقة على الانترنت

INTRODUCTION

Humans as social creatures mean that humans need each other in living their daily lives (Ju et al., 2020). Thus, it is inevitable that everyone will always cling to their inseparable status, namely as individual beings and social beings (Fraga et al., 2019). The individual being in question is a human being created by God Almighty with their perfection (Velasco dkk., 2019). The meaning of social creatures here is that humans need names to interact with each other, both between individuals and individuals, individuals with groups and groups with groups to help each other (Higgins-Desbiolles, 2020). Evidence of humans as social creatures can be seen from one of the human needs, namely Education (Aldowah dkk., 2019). During the education process, it is clear that there is interaction between educators and students who need each other.

Education is a term that is familiar to knowledge claimants, where Education is defined as a place to seek as much knowledge as possible so that all the potential in them develops well (Lövdén dkk., 2020). Education is also defined as a need for humans (Cox et al., 2019). Because of the knowledge gained from the world of education, people also know right from wrong, and that person will change for the better from time to time (Carter dkk., 2019). In the learning process, an educator's teaching can change according to his time (Vodă & Florea, 2019). Today, everything is digital and online (Ramadani & Sutriyani, 2023); learning can also be online for one reason (Isaac et al., 2019). However, learning online does not reduce the purpose of learning; learning online also has many benefits.

One of the benefits of online learning is that learning can be done anytime and anywhere (Castro, 2019). By learning online, students and teachers will have no difficulty making and answering questions because there are already references on the internet (Pei & Wu, 2019). Learning is not boring or monotonous because online learning uses a lot of exciting media, such as pictorial features that can make sound, thus making children enthusiastic about learning (Ferri dkk., 2020). The media used in today's learning process is the same as in the past, and everything works well (Shea dkk., 2019). One example of a form of media or digital technology often used for online learning is Google Forms, as researchers will explain (Zimatullah dkk., 2023), using Google Forms as Online Quizzes to increase vocabulary in Arabic language learning.

Google Forms is a survey service that makes it easier for users to obtain the information needed practically and effectively (Iswanti dkk., 2020). Google Forms has many benefits, such as Google Forms used to fill out forms (Li &. In addition, Google Forms is also suitable for online learning to create and answer questions (Adam dkk.,

2023), commonly called quizzes (Mm dkk., 2020). Before the existence of Google Forms, users had difficulty collecting survey data, and it was difficult to obtain accurate information about a person's biodata because there were many misunderstandings (Zhang dkk., 2019). Google Forms is used to make exam questions, registration forms, questionnaires, attendance, and so on (Henshaw dkk., 2020). Google Forms will also store data well because Google Forms is incorporated into the Google Drive application (Bondarchuk dkk., 2020). Google Drive is included in Google, so it does not bother users when downloading the application. It does not use much storage on the cellphone because every touch layer is now confirmed to have Google.

Every educational institution has used Google Forms as an Online Quiz to make it easier for teachers to calculate quiz scores (Widodo dkk., 2020). Student test scores can also be calculated with Google Forms, which has a feature to automatically calculate the results obtained by students so that the data obtained by teachers becomes more accurate (Sudarmin dkk., 2021). This contrasts with the manual method, which allows errors in obtaining data results (Madrona Ferran dkk., 2021). Many educational institutions use Google Forms in junior high, high school, and college (Priyanka. Therefore, researchers only took one from educational institutions that use Google Forms (Chintya & Adila, 2022), namely universities, especially for existing Arabic language learning (Fahmi, 2023), to research using Google Forms as Online Quizzes.

Google Forms is very helpful for the learning process because it is filled with features that are easy for users to understand and use (Rasmitadila dkk., 2020). The research conducted by researchers with the title Utilizing the Use of Google Forms as Online Quizzes to Increase Vocabulary in Arabic Language Learning researchers wants to explain that Google Forms are suitable for use as Online Quizzes (Paisan &. Features on Google Forms can be made by asking questions based on Arabic vocabulary to increase students' Arabic vocabulary (Yana dkk., 2020). Students will be more enthusiastic about online quizzes because they are easy to do anywhere and anytime (Abidah & Febriani, 2022), and there is no time limit. If you want to give a time limit, users can lock or delete links that have been shared.

The same research conducted by Utami (2021) concluded that using Google Form applications in evaluating student learning outcomes was very effective (Di Meo & Martí-Ballester, 2020). Furthermore, the same research was also conducted by (2022) in their article entitled Utilization of Google Form Online Media for Evaluation of Mufradat Learning during the Covid-19 Pandemic concluded that Google Form is a suitable application to be used to evaluate student learning outcomes (Bognár dkk., 2021). The title shows the difference between the current researcher and the previous researcher. Another difference between researchers now and previous researchers is that previous researchers conducted research during the required online learning period, while researchers now conduct research during the face-to-face learning process.

This research was conducted to determine whether an online quiz using Google Forms is feasible and suitable for improving vocabulary skills in Arabic language learning (Amrina & Mudinillah, 2021). Previous researchers think Google Forms is suitable as an online quiz in mufradat learning (Mudinillah dkk., 2024). Therefore, researchers now aim to strengthen the arguments from research that previous researchers have done by re-researching Google Forms as Online Quizzes. Researchers will explain how Google Forms can be used as online quizzes to improve vocabulary in Arabic language learning. Google Form as an Online Quiz to increase vocabulary in Arabic learning here means that

questions on Online Quiz made about Arabic vocabulary, commonly called mufradat, will increase students' understanding of the vocabulary they master.

METHOD

The method used for this study is the quantitative method. This quantitative method is a list of questions in the form of surveys or questionnaires related to using Google Forms as Online Quizzes to increase vocabulary in Arabic learning made by researchers (Ching dkk., 2021). Respondents' responses or answers to the survey will be the results and conclusions for researchers (Chun Tie dkk., 2019). Researchers argue that this study is suitable to use research with a quantitative approach or method. The purpose of quantitative methods is a research approach that uses the positivism paradigm, such as thinking about cause and effect, hypotheses, reduction to variables using measurement and observation, and theoretical testing (Wibowo, 2019).

The time and place of the research, with the title Utilizing Google Forms as an Online Quiz to Improve Vocabulary in Arabic Learning, is in one of the educational institutions, namely universities, especially for majors that have Arabic courses. The method that fits this study is a quantitative approach (Park dkk., 2019). This quantitative method allows researchers to understand the magnitude of a phenomenon, which can later be used to achieve the researcher's goals (Prata et al., 2019). The quantitative approach also allows researchers to see relationships, interactions, and causality between observed phenomena (Guest dkk., 2020). The data obtained by quantitative research is in the form of numbers, which for the calculation tool uses statistics (Heidarinejad dkk., 2020). Concrete and accurate data from this quantitative method will produce a conclusion.

This quantitative research obtained data using statistical analysis techniques by distributing questionnaires, using observation techniques, and conducting interviews (Patel et al., 2019). The development of this quantitative research uses hypothetical or mathematical models related to phenomena (Rausand & Haugen, 2020). The advantage of this quantitative method is that the data obtained is accurate, which is called accurate because the data is obtained from collecting survey results (Kudryashov, 2020). The results of this survey will be explained and developed later in the results and discussion (Haas dkk., 2019). The results and discussion will be explained one by one according to the questionnaire on the questionnaire. The answers or responses of respondents on the questionnaire are beneficial for researchers in making research conclusions with the title of utilizing the use of Google Forms as an Online Quiz to increase vocabulary in Arabic language learning.

RESULTS & DISCUSSION

Google Form as an Online Quiz is an example of learning media that aims to help teachers and students during the learning process. The results obtained in research on Google Forms as an Online Quiz were obtained through several stages of quantitative research. The stages of obtaining data in a quantitative approach are preparing data, starting with data validation, editing, and then data coding with descriptive statistical analysis. Doing step-by-step quantitative research will achieve the researchers' goal of conducting research entitled Google Form as an Online Quiz to increase vocabulary in Arabic language

learning. The stages of quantitative research can also produce accurate data because they are obtained by distributing questionnaires, interviews, and observations.

Table 1. Filling the distribution of Data Validity

No.	Statement	Data Validity
1.	Google Form is suitable for use as an Online Quiz	0-73
2.	The quiz link on Google Forms is easily accessible	0-67
3.	Features on Google Forms are easy to use	0-75
4.	Users understand the functionality of all the features in Google Forms	0-75
5.	The Google Form feature that requires all questions to be answered makes users happy because if they do not fill in the scores, they will be blank	0-80
6.	Google Form as an Online Quiz can be done anytime and anywhere	0-70
7.	Google Forms make it easy for students to be able to find answers with concentration because there is no time demand for each question	0-65
8.	If the user's cellphone has an error, the quiz can be continued because the data is automatically stored on Google	0-80
9.	Teachers who activate the score at the end of the question will attract students' attention to do the quiz because students will know and will improve in the future	0-55
10.	The Arabic script on Google Forms is straightforward and easy to read	0-65
11.	Creating and answering questions on Google Forms as an Online Quiz is easy and practical	0-80
12.	Google Form as an online learning medium by the times in the era of the Industrial Revolution 5.0 today	0-70
13.	Google Form is a medium to improve 4 Arabic language proficiency in students	0-50
14.	The Arabic vocabulary students will increase by doing Online Quizzes on Google Form	0-70
15.	Google Form as an Online Quiz is better than other Online quiz-learning media	0-55

The statement table and data validity above are questions and explanations about Google Form as an Online Quiz to increase vocabulary in Arabic language learning—both the benefits, objectives, and advantages of the online-based learning media. The data will make it easier for researchers to complete their research because the questionnaires or questionnaires that have been distributed have been filled out by respondents, especially those who are learning Arabic. Moreover, with this data, researchers can also explain using Google Forms as Online Quizzes. The statement about Online Quiz is suitable for use as an online learning media by today's developments, obtaining a percentage of 73% and 70%

with the category of strongly agree. The quiz link statement on the Google Form has a percentage of 67% strongly agree. The statement about the features on Google Forms is easy to use, and users understand the functionality of all its features to have a very agreeable percentage of 75%.

The statement of Google Form as an Online Quiz can be done anytime and anywhere, and the Arabic vocabulary of students will increase by doing the Online Quiz on Google Form, obtaining a percentage of 70% of the category strongly agree. The statement about Google Forms makes it easier for students to find answers with concentration because there is no time demand for each question, and writing on Google Forms has a very agreeing percentage of 65%. The statement about if the user's cellphone error, then the quiz can still be continued because the data is automatically stored on Google, and the statement about creating and answering questions on Google Form as an easy and practical Online Quiz has the same percentage of 80% with the category strongly agree. The statement and validity of the data in the table above show that Google Form is suitable and practical for use as an online quiz because the highest data acquisition is at 80%, and the lowest percentage is 50%.

The statement of data validity with the lowest percentage with a very agreeable category of 50% is contained in the statement that Google Form is a medium to improve 4 Arabic language proficiency in students. An interview was conducted to get the answer or reason for the statement. Based on the interview test conducted by the researcher and also by one of the ways in quantitative methods, it can be concluded that the Google Form used as an Online Quiz has not been able to improve 4 Arabic language proficiency because of the lack of virtue that students can use in answering questions or questions using voice or recording. The lack of this feature makes students unable to improve their ability to speak proficiency in Arabic, which is called Maharah Kalam. However, other Google Form features can be used to improve Arabic proficiency, such as reading skills, which in Arabic are called Maharah Qira'ah, writing skills, which in Arabic are called Maharah Kitabah, and listening skills, which in the Arabic learning process are commonly called Maharah Istima'. This study explains how Google Forms can be used as an online quiz to increase vocabulary in Arabic language learning.

The graph above's lowest percentage of data statements shows that the user's response to Google Forms as an online quiz is better than that of other online quiz learning media, and 55% of the category strongly agrees. Students strongly agree with this statement because of the Google Form feature, which does not exist in other online-based learning media. One of the Google Form features that does not exist in other online-based learning media is that there are questions with mandatory answers. Usually, all questions must be answered so that if students forget to fill in the answers, the feature will automatically return to questions that have not been answered so that students do not feel a loss of marks because questions that are not filled will get a score of 0. Another advantage of this Google Form feature is that the data is automatically stored in Google because Google Forms are included in Google Drive. So, if the user accidentally leaves the question for one reason or another, the user can continue the answer again, and the feature will not change the data filled out in the Google Form.
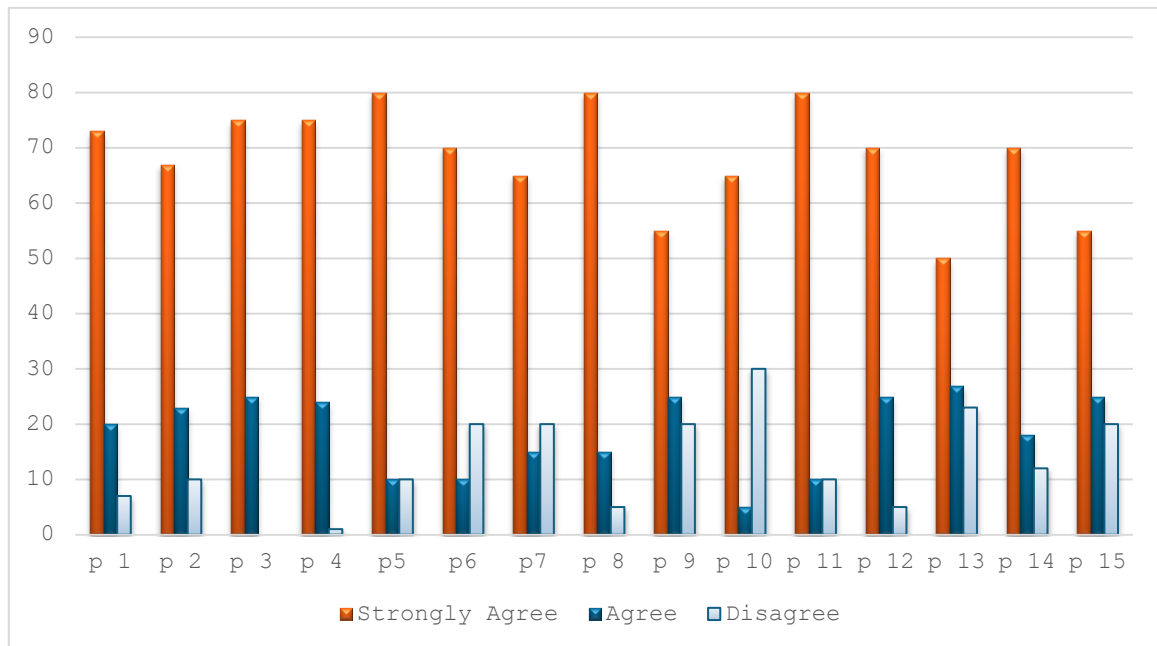
Figure 1. Respondent Answer Graph

The graphic above is from Google Forms. The graph above explains that researchers used 15 questions about using Google Forms as an Online Quiz to improve vocabulary in Arabic language learning. The 15 questions aim to determine users' opinions on the effect of using Google Forms as an Online Quiz. The question that received the highest percentage of the strongly agreed category was found in 3 questions, namely questions 5, 8, and 11, which was 80%. The second highest percentage result was found in questions 3 and 4, with 75% of the category strongly agreeing. The highest percentage result was that 73% of categories strongly agreed with the first question. The lowest data acquisition was on question 3, with a percentage of 0% in the disagree category. The second lowest data acquisition, with a percentage of 3% on questions to 4 categories, disagreed. So, the highest data acquisition is in the strongly agree category, and the lowest is in the disagree category.

The data from the research test on Google Forms as an Online Quiz in Arabic learning can be explained that in the very agree category, the highest first data acquisition is at a percentage of 80% on three questions, and the lowest data acquisition for the very agree category is on the percentage of 75% on two questions. The data obtained by the two categories agreed with the highest percentage at 27%, and the one got the lowest data for the agreed category at 5%. The highest percentage result of the three disagree categories is 23%, and the lowest data is obtained by acquiring a percentage of data, which is 0% of the disagree category. The conclusion based on the results of the overall responses to 15 questions about the use of Google Forms to increase vocabulary in Arabic learning is that students who strongly agree with the statement that creating and answering questions on Google Forms as Online Quizzes is very easy and practical with the highest percentage of 80%. In contrast, students who agree or disagree with the statement obtain data with a percentage of 10%.

Figure 2. Utilization of Google Forms as an Online Quiz

The picture above is a Google Form used as an online quiz to increase vocabulary in Arabic language learning. This Google Form is in the form of questions that must be filled out in response to get clear and systematic information. This Google Form is easy to use, allows for creating and answering questions, and is easily accessible. It is easily accessible. Google Form does not need to be downloaded from the Play Store because Google Form is already in Google Drive, whereas Google Drive itself is on Google, and it is used every time. So, you can save phone storage, and Google Forms do not have to be used on excellent or expensive cellphones; they can also be accessed on ordinary cellphones. Questions on Google Forms can be addressed to everyone depending on the object needed. However, in this study, the question focuses on students because this research is about using Google Forms as Online Quizzes; quizzes are certainly addressed to students.

Google Forms has many features that allow users to choose answers, such as multiple choice, checkbox, correct, false choice, order choice (agree, disagree), and writing answers. For those who make questions, it will be made easier because the desired answers needs are available on Google Forms. The results of the quiz answers on the Google form are also automatically formed, for example, how many people make a list, and automatically also form graphs as needed. Graphs help conduct research, as researchers do, namely by making questionnaires or questionnaires using Google Forms, making it easier for researchers to get graphs from surveys. If, in research, the researcher wants to change the graph, then the researcher can edit the form of filling in the answer according to the graph needed even though the respondent has answered, and the automatic feature immediately changes the shape of the graph. The writing on the Google Form also looks clear, like the example above; the Arabic writing is easy to read, allowing the reader to identify and increase every vocabulary in learning Arabic.

The stages of using Google Forms to create questions start with making a form name or title, such as Online Quiz for Arabic learning for educational institutions, one of which is a university, then providing theme or color options to attract students to do the questions, then making questions according to needs, for example making multiple-choice questions related to Arabic muframissalahasa that has been taught. After completing the first question, please click settings, then make or select the settings for quizzes. After that, the answer key has been set on the question item to facilitate automatic scoring. With the

quiz assessment feature activated at the end of the questions, students will know the final results obtained during the Online Quiz questions on Google Forms. Students will also quickly know the results with the automatic assessment feature, so students do not have to wait for the teacher to know the final results obtained. Moreover, the stages in doing the Online Quiz on Google Forms are elementary, just filling out each question according to the command.

The study's results entitled The Use of Google Form as an Online Quiz to Increase Vocabulary in Arabic Learning show that Google Form deserves to be an Online Quiz according to the opinions of Google Form users. Google Forms is suitable for online quizzes. It is in line with the times of the Industrial Revolution 5.0 or the era of education 5.0, which requires humans to be able to use the internet because internet access is very influential today. For teachers, using Google Forms is beneficial for teachers in the learning process as teachers will quickly evaluate the abilities of the students they teach, and the data obtained is more accurate and makes teachers and students not gaptek to use it because of the influence of online learning. Online learning has advantages and disadvantages, but one of the advantages is that when the teacher cannot attend, the learning process can still be continued by utilizing Google Forms to create questions or what is called Online Quiz.

Research conducted on Google Forms as an Online Quiz focuses on students or students who are learning Arabic to learn more about using Google Forms as an Online Quiz to increase vocabulary in Arabic language learning. Because researchers want to know the effect of using Google Forms as an online quiz, they use quantitative research methods. This quantitative research data is obtained from surveys or questionnaires according to the questions researchers make, observations, and interviews. This quantitative research makes it easier for researchers because the data obtained is more accurate. After all, the data is in numbers and measured using systematic statistics. Thus, researchers can complete their research well and conclude the need to develop Google Forms to improve 4 Arabic language proficiency, especially in reading skills.

This study aims to determine the suitability of Google Forms as an online quiz that can be used to increase vocabulary in Arabic language learning. Because previous researchers thought that Google Form is very suitable to be used as an Online Quiz, the researcher here wants to strengthen the argument and get the truth by researching so that it is found that Google Form is indeed suitable for use as an Online Quiz with its features that are practical to use and easy to use and use all the features on the Google Form. Because researchers now only explain the use of Google Forms as Online Quizzes in general, researchers hope that future researchers will be able to research and explain the use of Google Forms as Online Quizzes in detail and can develop the Google Form in order to improve 4 Arabic language skills, especially reading skills.

The results also show that Google Form as an Online Quiz is beneficial because this Google Form is one of the much software that is highly recommended for creating and answering Online Quiz using Google Form. From the results of the study, it is proven that Google Form is suitable to be used as an Online Quiz because Google Form is not only used to fill out formulas but its features that can answer questions in the form of multiple choice and checkboxes suitable for use as Online Quizzes. Respondents strongly agree that answering Online quizzes on Google Forms can be done anytime and anywhere because learning online, commonly referred to as online, has the advantage of making it easier for teachers and students to do it. Another benefit of learning online is that learning becomes

more practical because it does not require many places and is easily accessible wherever you are.

The results of the research that researchers examined about using Google Forms as an online quiz to increase vocabulary in Arabic learning can explain that Google Forms has many advantages. However, every advantage has been confirmed to have disadvantages. Then, researchers will explain the disadvantages of using Google Forms as an online quiz, namely the use of Google Forms, which is called the Internet. So, when using Google Forms, if the user does not have a quota, the user will not be able to do the online quiz because of the online-based Google Form. Because this study is aimed at improving 4 Arabic language skills, according to the results of respondents and based on interviews about the use of Google Forms, it can be concluded that the shortcomings of Google Forms are the absence of features to improve one of the 4 Arabic language skills, namely speaking skills or in Arabic called *Maharah Kalam*.

CONCLUSIONS

The most significant finding of this research is the effective use of Google Forms as an online quiz tool to enhance vocabulary acquisition in Arabic language learning. Students who utilized Google Forms for vocabulary quizzes significantly improved their vocabulary retention and language proficiency. The interactive and flexible nature of Google Forms allowed for frequent practice and immediate feedback, which are critical factors in the observed improvements. These results highlight the potential of digital tools in enhancing language learning outcomes, particularly in vocabulary acquisition.

This study contributes valuable insights into technology integration in language education by demonstrating the practicality and effectiveness of Google Forms as a learning tool. The research underscores the benefits of incorporating online quizzes into the curriculum, providing a method that is accessible and easy to implement. The use of Google Forms not only facilitated improved learning outcomes but also increased student engagement and motivation. The ability to customize quizzes and track student progress in real time offers educators a versatile tool for enhancing language instruction.

The limitations of this study include the relatively short duration of the intervention and the limited sample size, which may affect the generalizability of the findings. While the results are promising, further research with more extensive and diverse student populations over extended periods is necessary to confirm the long-term effectiveness of Google Forms in vocabulary acquisition. Additionally, the study primarily focused on vocabulary learning, and future research should explore the impact of Google Forms on other aspects of language learning, such as grammar and comprehension.

Future research should aim to address these limitations by conducting longitudinal studies that evaluate the sustained impact of Google Forms on language learning outcomes. Expanding the scope to include different educational settings and diverse learner groups will provide a more comprehensive understanding of the tool's effectiveness. Investigating the integration of Google Forms with other digital tools and instructional strategies could also offer insights into creating a more holistic and practical language learning environment.

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