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## THE IMPACT OF GOOGLE FORM PRACTICE TEST ON IMPROVING NON-ENGLISH STUDENTS' TENSES

by

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### Abstract

Numerous studies have been conducted on Google Forms; however, there has yet to be research that explores the relationship between the impact of Google Forms and the development of tense proficiency among university students when learning the English language. The purpose of this research is to determine whether there is an impact on students' improvement of their mastery of tenses in English when given practice tests in the form of Google Forms. This research utilized an experimental quantitative method to observe the impact of practice tests in Google Forms after a pre-test and before a post-test. The study employed 35 undergraduate students majoring in Management at Immanuel Christian University. Initial data from the pre-test was collected before the exercises in Google Forms were given, and final data from the post-test was collected after the exercises in Google Forms were administered. These data were then tested for normality. Since the data did not have a normal distribution, they were tested using the Wilcoxon Signed-Rank Test. Additionally, the data were analyzed using the N-Gain score test. Based on the Wilcoxon Signed Rank test with a probability value less than 0.05, the effect of providing exercises in Google Forms on improving understanding tenses in English was seen. Furthermore, the N-Gain test results showed high scores and effective percentages, proving that the practice test method in Google Forms effectively enhances non-English major students' understanding of tenses in English. Consequently, English language instructors can implement the method of practice tests on Google Forms in their teaching. For future research, it can be investigated whether there is a significant difference in English tense mastery between students who receive practice tests on Google Forms and those who do not.

Keywords: *English tense; Google Form; practice test*

### Abstrak

*Banyak penelitian telah dilakukan di Google Formulir; namun, belum ada penelitian yang mengeksplorasi hubungan antara dampak Google Forms dan pengembangan kemahiran tegang di antara mahasiswa dalam bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada dampak terhadap peningkatan penguasaan tenses dalam bahasa Inggris siswa ketika diberikan tes latihan dalam bentuk Google Formulir. Fokus penelitian ini adalah penguasaan tenses dalam bahasa Inggris oleh mahasiswa melalui pemberian tes latihan berupa Google Formulir. Penelitian ini dilakukan pada 35 mahasiswa sarjana jurusan Manajemen di Immanuel Christian University. Penelitian ini menggunakan metode kuantitatif eksperimental untuk mengamati dampak tes praktik di Google Forms setelah pretest dan sebelum post-test. Latihan ini dirancang untuk menguji penguasaan*

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*tenses dalam bahasa Inggris dalam bentuk Google Formulir, yang diberikan kepada siswa selama sepuluh pertemuan reguler. Data awal dari pretest dikumpulkan sebelum latihan di Google Forms diberikan, dan data akhir dari post-test dikumpulkan setelah latihan di Google Forms diberikan. Data ini kemudian diuji normalitasnya. Karena data tidak memiliki distribusi normal, mereka diuji menggunakan Uji Peringkat Tanda Tangan Wilcoxon. Selain itu, data dianalisis menggunakan uji skor N-Gain. Berdasarkan uji Wilcoxon Signed Rank dengan nilai probabilitas kurang dari 0,05, efek pemberian latihan di Google Forms pada peningkatan pemahaman tenses dalam bahasa Inggris terlihat. Selain itu, hasil tes N-Gain menunjukkan skor tinggi dan persentase efektif, membuktikan bahwa metode tes praktik di Google Formulir secara efektif meningkatkan pemahaman siswa jurusan non-bahasa Inggris tentang tenses dalam bahasa Inggris. Oleh karena itu, latihan di Google Formulir berdampak positif pada penguasaan tenses. Akibatnya, instruktur bahasa Inggris dapat menerapkan metode tes latihan di Google Formulir dalam pengajaran mereka. Untuk penelitian selanjutnya, dapat diselidiki apakah ada perbedaan yang signifikan dalam penguasaan bahasa Inggris antara siswa yang menerima tes latihan di Google Forms dan mereka yang tidak.*

*Kata kunci: Google Form, English tense, tes latihan*

## INTRODUCTION

Research on enhancing English language proficiency, particularly in tenses, has been extensively conducted. In examining the existing English language skills, a frequently mentioned variable that significantly influences the improvement of English tenses is the specific learning patterns employed. The studies are typically designed as direct classroom observations, complemented by learner interviews. Granström et al. (2023) investigate effective teaching strategies that educators can implement directly and indirectly. The findings from this research indicate that assessment methods utilizing tests are more effective for student learning. Additionally, a study conducted by Parende & Pane (2020) focused on enhancing student learning outcomes in the classroom through the Problem-Based Instruction model. This research concluded that this particular method significantly improves student learning results. This research primarily focuses on elementary, middle, and high school learners. With the advancement of technology, existing learning patterns have increasingly incorporated various applications, and the studies aim to assess the impact of these educational applications on enhancing students' English language skills. The data collected is analyzed using a comparative method to evaluate the effects before and after implementing digital-based teaching methods in the classroom.

Researchers have observed that previous studies predominantly concentrated on one or two tenses despite the English language comprising 16 tenses. In digital learning methods, earlier research has primarily focused on game-based applications. Prastius et al. (2020) conducted a study examining the impact of online games on the English language proficiency

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of adolescents in Batam. The findings indicated that online games have a significant effect on the English learning outcomes of these students. Additionally, Uti et al. (2021) researched the implications of game media on English language learning among students at MTsN1 Gorontalo, both online and offline. The results revealed that the influence of game media was notably significant on the English learning achievements of students at MTsN1 Gorontalo, regardless of the mode of instruction. The researchers argue that more straightforward applications, such as Google Forms, deserve greater attention due to their accessibility for learners. Furthermore, prior studies have primarily examined elementary, middle, and high school learners. The researchers contend that higher education should also be a focal point for investigation, particularly regarding enhancing students' proficiency in English tenses.

This research is expected to contribute practically by providing input on technology-based learning models that can be used to improve learners' ability to master tenses in English. Technology is considered an alternative solution to conventional learning models in the classroom that are less able to attract learners in an increasingly advanced technological era (Wina et al., 2023). The research results are expected to encourage English educators at the higher education level to use Google Form technology-based learning tools when providing regular practice questions. Thus, students can continue to practice to improve their English tense skills in a sustainable and easily accessible manner. Indirectly, students advance their competence in mastering English tenses by utilizing Google Form technology.

D. Pratiwi et al. (2021) conducted a study to determine whether the use of the English Tense Practice application has an impact on the mastery of Past Tense and Present Perfect Tense, as well as on the active participation of students from SMAN 1 Jember in learning these two tenses. 1 (D. Pratiwi et al., 2021). The research findings indicate that the English Practice Test application significantly enhances students' mastery of the Past Tense and Present Perfect Tense at SMAN 1 Jember. Furthermore, this application has successfully engaged the students of SMAN 1 Jember, leading to increased participation in classroom activities during lessons. In the same context, R. Pratiwi et al. (2020) did a study examining Kahoot's impact! Game application on students' understanding of the Past Tense in descriptive texts (R. Pratiwi et al., 2020). The findings of the research indicate that the Kahoot! Game applications can enhance students' interest in learning, improving their comprehension of the Past Tense in descriptive texts. Mariyana (2021) conducted a study examining the effects of the Huwo Game technique and Peer Tutoring on enhancing

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participation and learning outcomes among students at SMA Negeri 2 in their study of English tenses (Mariyana, 2021). The findings revealed a significant increase in student engagement, with the overall learning outcomes achieving a classical mastery level of 85%. Samanik and Eryon (2024) did a study to enhance the English grammar skills of Indonesian migrant workers in Malaysia using the English Ultimate application. The research findings indicate that the English Ultimate application has a considerable positive effect on improving the English grammar proficiency of Indonesian migrant workers in Malaysia (Samanik & Eryon, 2024). Niswah (2022) conducted a study examining the impact of the Speedy Grammar game application on enhancing English grammar skills among 20 fourth-grade students. The findings revealed a highly significant difference between the experimental and control groups, with the experimental group achieving superior scores (Niswah, 2022).

The research conducted by D. Pratiwi et al. (2021) centered exclusively on teaching the Past Tense and Present Perfect Tense among high school students. Although there was an observable improvement from the pre-test to the post-test results, The analysis did not indicate the extent of effectiveness of the English Practice Test application in the instruction of these two tenses. Instead, D. Pratiwi et al. (2021) emphasized student engagement during learning both tenses. Meanwhile, the research conducted by R. Pratiwi, Susilawati, et al. (2020) solely addressed the impact of Kahoot! Game application on students' mastery of the Simple Present Tense within descriptive texts. Although there was an observed improvement in the test results over three stages, R. Pratiwi, Susilawati, et al. (2020) did not perform an analysis that would demonstrate the effectiveness of the Kahoot! The game application enhances students' understanding of the simple present tense. The research conducted by Mariyana (2021) concentrates exclusively on five tenses: Simple Present, Simple Past, Present Continuous, Present Perfect, and Simple Future. This study employs a purely hands-on approach through direct gameplay in the classroom, entirely devoid of any digital applications.

Furthermore, Samanik and Eryon (2024) relied solely on comparing scores between the pre-test and post-test to conclude that the English Ultimate application significantly impacts improving grammar skills among Indonesian migrant workers in Malaysia. Additionally, the researchers did not employ analytical techniques to assess the extent of the English Ultimate application's significance in enhancing learners' grammar abilities. In the study conducted by Niswah (2022), a significant difference was observed between the control

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and experimental groups. However, the research does not clarify whether the test items used have undergone validity and reliability testing. Additionally, the study fails to provide detailed results from the SPSS t-test mentioned in the methodology section, which is intended to compare pre-test and post-test outcomes. The results section primarily focuses on the findings from interviews with learners regarding the Speedy Grammar application, utilizing a Likert scale for assessment.

In this study, the researcher used the theory of tenses in English. Tense is a verb form that allows a speaker to state the time of the event expressed in his speech (Putri, 2023). The verb tense tells the speaker's interlocutor when an event or something exists, or someone does something. Tenses are often considered the most important basis in the English language. Without tenses, English speech would make no sense. Tenses help speakers describe actions that happened at different times. In addition, tenses also help provide clarity to the context and information that speakers want to convey (Khasanah & Sutrisno, 2022). Tenses also allow speakers to build complex sentence structures. In English, there are three time groups (Present, Past, and Future) and four forms of time aspect: Simple, Continuous, Perfect, and Perfect Continuous. English tenses are tools to help speakers express time in the language. They are beneficial and important in both oral and written communication. Mastering the twelve English tenses will greatly assist speakers in acquiring practical communication skills.

Practice is a repetition activity in the learning process that aims to motivate students to understand the subject matter better for better results. It is hoped that giving frequent question exercises to students can help improve learning outcomes. Taking practice tests will help learners focus their learning by identifying which concepts and topics are the most difficult (Yulianto et al., 2021). That way, learners can study methodically, focusing most of their time and effort on the areas where they need to improve the most. Daily practice tests will also improve learning and learning outcomes by encouraging learners to do assignments before class meetings. Such tests also encourage students to come to class on time while improving students' test-taking skills and easing test-taking anxiety (Itra Purnamasari et al., 2024). A practice test is a type of test that is conducted before the actual test to make students familiar with the test format and test environment.

One of the notable advantages of Google Forms for conducting practice tests is its accessibility for students, as it does not require any paid application registration. Furthermore,

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the multiple-choice answering format is user-friendly and straightforward. However, Google Forms also presents limitations, particularly its inability to detect cheating among students. Additionally, users frequently encounter technical issues, such as unexpected errors, necessitating students to restart the testing process.

Google Forms is a free online software that allows one to create surveys, quizzes, and more. This tool allows users to easily create various online forms that anyone can access using a link. The main advantage of Google Forms lies in its ease of use and integration capabilities with various other Google services, such as Google Sheets, making data analysis easy (Adelia et al., 2021). In addition, Google Forms also offers extensive customization features. Users can customize the appearance of the form according to their needs or brand identity. Google Form-based learning assessment is an excellent alternative for educators to use in conducting assessment activities with effective, efficient, and attractive advantages for learners (Sari et al., 2020). The Google Form questionnaire is better because it is cost-effective, easy to set up, secure, and provides real-time monitoring and analysis of responses. The questionnaire is also considered better because it is effective, efficient, and attractive to students. Based on observations made by researchers, students often use Google Forms to complete quizzes and assignments given in several other courses in their majors. Completing quizzes and assignments regularly through Google Forms makes it easier for students to answer the questions given effectively and clearly. Laswadi et al., 2023 stated that students use Google for learning activities. Google is a flexible learning tool that can be accessed anytime and anywhere.

Based on the discussion above, this research has the following questions below:

1. Is there an impact of providing practice questions in Google Forms on improving students' English tense skills?
2. How effectively does providing practice questions in Google Forms improve students' English tense skills?

## **METHOD**

### ***Design***

This study employs a quantitative method. Presenting data results in numerical form is the goal of research employing a quantitative method (Pandey et al., 2023). This experimental

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study seeks to discover the impact of providing exercise questions through Google Forms on English grammar tense proficiency. Additionally, this research utilizes a test method where the proficiency of English grammar tenses is measured through a one-group pre-test and post-test.

***Participant***

The participants in this study were first-semester students majoring in Management at Immanuel Christian University. In selecting the participants, the researcher employed the technique of purposive sampling. According to Campbell et al. (2020), purposive sampling is a sampling technique based on criteria predetermined by the researcher, taking into account specific considerations. The considerations in this case were that the students were non-English major students and had difficulties understanding and mastering English grammar tenses. Based on these considerations, the sample size for this study consisted of 35 students.

***Instrument***

The instrument utilized in this research comprises a questionnaire developed using Google Forms software. This Google Form contains 48 questions designed to assess students' understanding of 16 English tenses, namely: Simple Present, Present Continuous, Present Perfect, Present Perfect Continuous, Simple Past, Past Continuous, Past Perfect, Past Perfect Continuous, Simple Future, Future Continuous, Future Perfect, Future Perfect Continuous, Past Future, Past Future Continuous, Past Future Perfect, and Past Future Perfect Continuous, with each tense represented by three questions. Initially, a total of 55 questions were prepared, which were subsequently refined to 48 questions. Following applying the Product Moment Pearson test, seven questions were deemed invalid, and further analysis using the Alpha Cronbach test indicated that these questions were also unreliable. The Google Form questionnaire was administered initially as a pre-test and subsequently as a post-test following the instructional period. It was structured as multiple-choice questions, ensuring participants could not revise their answers after completing and submitting the form. Before its official use, the researcher piloted the Google Form three times to identify potential technical or non-technical issues.

***Data collecting technique***

The data in the form of scores was collected for the first time in the pre-test during the first meeting. The pre-test was conducted offline by completing a test sheet. The test sheet

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contains 48 questions about tenses in English compiled by an English lecturer. Students completed the pre-test sheet in the first meeting. The test sheet that students answered was then graded by the English lecturer. The following 16 meetings were filled with offline learning about English tenses and giving exercise questions in Google Forms about 16 tenses in English online. In each meeting, the learning and exercise questions focused on one tense. In the 18th meeting, data in the form of scores from the post-test were collected. The post-test was conducted offline by completing a test sheet. The test sheet contained 48 questions about tenses in English compiled by an English lecturer. Students completed the post-test sheet, and the English lecturer graded the test sheet.

The English lecturer created 16 exercise questions on Google Forms that contain material about the 16 tenses in English grammar. Each exercise question focused on one tense in English grammar and was distributed in one class session. These exercise questions on Google Forms were completed together online through each student's device after receiving theoretical learning about one tense. Students could view the results of the exercise questions on Google Forms that they have completed and discuss them together in class. Students also could access the exercise questions on Google Forms that they have completed multiple times outside of class.

***Data analysis technique***

Descriptive statistical analysis is performed on each data set from the pre-test and post-test. According to Dong (2023), the function of descriptive statistics is to provide basic information and relationships between variables. The researcher aims to examine the comparisons and trends observed from the pre-test to the post-test. The data from the pre-test and post-test are then tested for normality. Normality testing is necessary to determine whether the data follows a normal distribution (Tsagris & Pandis, 2021). After conducting the normality test, it was found that the data did not follow a normal distribution. Therefore, hypothesis testing cannot be performed using parametric statistics. The researcher then uses one of the non-parametric statistical tests, namely the Wilcoxon test. The Wilcoxon test tests the differences between paired data (Starbuck, 2023). The hypothesis formulated in this study is:

(H0) The Google Form practice test has no impact on improving English grammar tense proficiency.

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(Ha) The Google Form practice test impacts improving English grammar tense proficiency.

According to Starbuck (2023), if the probability (Sig) is less than 0.05, Ho is rejected, indicating a difference. On the other hand, if the probability (Sig) is more significant than 0.05, then Ho is accepted, indicating no difference.

In order to assess the extent of the impact of practicing exercises on Google Form on the improvement of English tense proficiency, N-Gain Score and Percent tests were conducted. These tests aim to determine the effectiveness level of treatment in a research study that utilizes a one-group pre-test and post-test design (Liana et al., 2022). The following table presents the categorization of N-Gain based on scores and percentages.

Table 1. N-Gain Score Category

N-Gain Score	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Source: (Meltzer, 2002)

Table 2. N-Gain Percent Category

Percentage (%)	Category
< 40	Not Effective
40-55	Less Effective
56-75	Quite Effective
>76	Effective

Source: (Nawir et al., 2019)

**RESULT AND DISCUSSION**

**Result**

The data utilized in this study was processed using the SPSS Version 22 application program. The data employed is primary data obtained from the pre-test and post-test results.

**Analysis descriptive statistic**

Descriptive statistical analysis is conducted to provide a detailed overview based on the response results of each variable indicator (Dong, 2023). The following table presents a comparison of pre-test and post-test data.

Table 3. Analysis Descriptive Statistic

<i>N</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std.</i>
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						<i>Deviation</i>
<i>Pre Test</i>	35	60	34	94	76.43	11.942
<i>Post Test</i>	35	39	61	100	93.14	10.262
<i>Valid N (listwise)</i>	35					

Source: processed data (2024)

Based on the data in Table 3 above, the lowest score achieved by students on the pre-test is 34, and the highest score achieved by students on the pre-test is 94. The average value of the pre-test is 76.43, with a range difference between the lowest and highest scores of 60. Regarding the post-test, the lowest score achieved by students is 61, and the highest score achieved by students is 100. The average value of the post-test is 93.14, with a range difference between the lowest and highest scores of 39. Standard deviation can be categorized as good if its value is smaller than the average. The standard deviation values of the pre-test and post-test are larger than the average. Therefore, the pre-test and post-test data can be considered to have good variability.

***Normality test Shapiro-Wilk***

It is necessary to conduct a normality test to determine whether the data used is normally distributed or not (Mishra et al., 2019). Since the sample size is less than 50, this study uses the Shapiro-Wilk normality test. Data is normally distributed if the significance value > 0.05 and not generally distributed if the significance value < 0.05. The following table displays the results of the Shapiro-Wilk normality test.

*Table 4. Result of Normality Test Shapiro-Wilk*

	<i>Shapiro-Wilk</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
<i>Pre Test</i>	.905	35	.005
<i>Post Test</i>	.723	35	.000

*a. Lilliefors Significance Correction*  
 Source: processed data (2024)

Based on the data in Table 4 above, the significance value of the pre-test is 0.005, which is smaller than 0.05. The significance value of the post-test is 0.000, which is also smaller than 0.05. Therefore, the data used is not normally distributed. Consequently, a non-

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parametric hypothesis test is employed due to the non-normal distribution of the data (Wadgave & Ravindra Khairnar, 2019)

**Wilcoxon Signed Rank Test**

The hypothesis test used in this study is the Wilcoxon Signed Rank Test. This non-parametric test aims to analyze the comparison between observations before and after a treatment is given, as well as the effectiveness of the treatment (Kitani & Murakami, 2022). The following table displays the results of the Wilcoxon Signed-Rank Test.

*Table 5. Result of Wilcoxon Signed Rank Test*

	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
<i>Post-Test - Pre-test</i>	<i>Negative Ranks</i>	0 <sup>a</sup>	.00
	<i>Positive Ranks</i>	35 <sup>b</sup>	18.00
	<i>Ties</i>	0 <sup>c</sup>	
	<i>Total</i>	35	
<i>a. Post-Test &lt; Pre-Test</i>			
<i>b. Post-Test &gt; Pre Test</i>			
<i>c. Post Test = Pre Test</i>			

*Source: processed data (2024).*

Based on the data in Table 5 above, there is no decrease in value from pre-test to post-test. It can be observed from the negative rank value of 0. All values experienced an increase from the pre-test to the post-test. This can be seen from the positive rank value of 35. No values did not undergo any changes, as indicated by the ties value of 0.

*Table 6. Statistic of Wilcoxon Signed Rank Test*

	<i>Post-Test - Pre-Test</i>
<i>Z</i>	-5.162 <sup>b</sup>
<i>Asymp. Sig. (2-tailed)</i>	.000
<i>a. Wilcoxon Signed Ranks Test</i>	
<i>b. Based on negative ranks.</i>	

*Source: processed data (2024)*

Based on the data in Table 6 above, the asymptotic significance value (2-tailed) is 0.000. This value is smaller than 0.05. Therefore, Ho is rejected, and Ha is accepted. Thus, it can be said that the impact of the Google Form practice test improves students' English grammar tense proficiency.

***N-Gain Test***

The N-Gain Test was conducted to determine the extent of the impact the Google Form exercise provided from the pre-test until the post-test. The following table displays the results of the N-Gain Test.

*Table 7. Result of N-Gain Test*

	<i>N</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>NGainScore</i>	35	.93	.07	1.00	.7851	.30075
<i>NGainPercent</i>	35	93.33	6.67	100.00	78.5135	30.07507
<i>Valid N (listwise)</i>	35					

*Source: processed data (2024)*

Based on the data in Table 7 above, the obtained NGain Score value is 0.7851. This value falls into the high category. Meanwhile, the obtained NGain Percent value is 78%. This value falls into the adequate category.

***Discussion***

The analysis shows that the pre-test and post-test minimum and maximum scores differ. After completing assignments on Google Forms, students' grasp of English tenses increased, as seen by the growing trend in both differences. This result addresses the initial study query concerning the potential influence of practice questions on Google Forms on students' development of their English tense proficiency. Then, the findings indicate that the null hypothesis ( $H_0$ ) is rejected. In contrast, the alternative hypothesis ( $H_a$ ) is accepted, suggesting that using Google Forms as a medium for practice questions significantly enhances students' mastery of English tenses. Consequently, it has been demonstrated that using online activities improves students' learning results. This bolsters the results of D. Pratiwi et al. (2021), who found that students' learning outcomes can be enhanced by ongoing practice. Students can practice tense exercises more intensely because they have unrestricted access to internet workouts. Praetorius and Charalambous (2023) contend that exercises should be given in addition to theory since they allow the theory to be applied. Students can better assimilate the presented theory of tenses and apply it to related topics about tenses theory by practicing continuously. The idea that the exercise can improve the English tense comprehension ability in Google Form has been validated by the Wilcoxon Signed Rank test

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results. This further confirms the answer to the main point of this research problem, which is that there is an impact resulting from the provision of practice questions in Google Forms on improving the ability of students to learn English tenses.

For students to obtain satisfactory marks, the supply of test exercises for 14 meetings impacts their tense comprehension. The claim that every student perceives the influence of the Google Form exercise on their improved comprehension of English tenses is supported by the lack of negative rankings and ties in the Wilcoxon Signed Rank test findings. This finding is corroborated by the theory proposed by Harris and Clayton (2019), who stated that learning outcomes as observable proof is one measure of a successful learning process. Furthermore, learning innovation through exercise can encourage students' motivation and interest in achieving their best marks (Jääskä et al., 2022).

Based on the NGain test, the obtained score falls into the high category, and the percentage achieved falls into the practical category. It indicates that providing exercises in Google Forms effectively improves students' understanding of English tenses. In the learning process, exercises given through Google Forms can be effectively done by students at any time and anywhere. This answers the second problem of the research on the effectiveness of giving practice questions on Google Forms in improving students' English tense skills. The high category results obtained from the NGain test show the practical impact of giving practice questions on Google Forms to improve students' English tense skills. This supports the research conducted by Hery Santosa et al. (2021) that online learning models are easy to implement because they facilitate in terms of place and time. One of the supporting factors for improving a learner's understanding is practicing exercises repeatedly and using the given theory. In addition, online learning platforms such as Google Forms can be creatively designed in terms of appearance to stimulate students' interest in continuously doing exercises to enhance their understanding of the tenses they are learning. This finding is supported by Erni et al. (2021), who stated that engaging and contextual teaching materials can help achieve the expected learning objectives. Therefore, exercises through Google Forms can be an effective learning tool for improving students' understanding of English tenses.

Still, there are specific issues with this study's ability to guarantee students' comprehension of tenses in isolation. As practice questions are available on Google Forms, it is impossible to guarantee that the multiple-choice questions will accurately gauge the participants' improved comprehension. Furthermore, specific results indicate that a few

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participants saw a decline in their scores between the pre-and post-test periods, with the majority falling within the higher scoring range. This impacts how well students' English tenses are taught through the practice questions on Google Forms.

Despite the shortcomings that exist based on some of the findings of this study, the results of the analysis fully answer the two main problems of this study that there is a significant and effective impact resulting from the provision of practice questions on Google Forms on the ability of English tenses by students.

### CONCLUSION, LIMITATION & IMPLICATION

#### *Conclusion*

Based on the results and discussion above, the provision of practice questions on Google Forms significantly impacts students' ability to grasp English tenses. The effectiveness of using Google Forms for practicing English tenses can be attributed to its interactive nature, immediate feedback, and convenience for students and teachers. The results indicate that students improve their understanding and application of English tenses after using Google Forms for practice. This impact is noticeable and measurable, as seen in the higher scores students who utilized the platform achieved. Overall, using Google Forms for practice questions has proven effective in enhancing students' proficiency in English tenses.

#### *Limitation*

This study is limited to determining students' mastery of tenses in theoretical physics. The results will be much improved if the students' understanding of tenses is examined based on their ability to employ them in speech and writing. Furthermore, the platform employed as a practice question still has flaws, such as the format of the questions is fully variable. However, essay-shaped questions are considerably more effective in testing students' comprehension of English tenses. For future research, the research sample should be broadened to include one and multiple study programs so that the results are far more diversified and accurately represent students' mastery of English tenses. Furthermore, future research should delve deeper into other internal and environmental factors influencing students' grasp of English tenses.

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### ***Implication***

Based on the existing research findings, researchers suggest that English language instructors in various institutions can provide exercise questions in Google Forms to enhance understanding of English tenses. This method has proven effective in improving students' learning outcomes and knowledge. Researchers recommend a more complex research model for future research, including control and experimental groups. Additionally, data collection through interviews can be conducted to understand better students' perceptions regarding using Google Forms to provide exercise questions for English tense learning.

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### **BIO-PROFILE**

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