

DEVELOPING GOOGLE FORM BASED GRAMMAR EXERCISE FOR EFL STUDENTS

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ABSTRACT: Penelitian ini bertujuan untuk mengembangkan latihan tata bahasa Inggris berbasis Google Form untuk mahasiswa EFL dan mengevaluasi validitas serta kepraktisannya sebagai media pembelajaran. Penelitian ini menggunakan pendekatan Riset dan Pengembangan (R&D) dengan model ADDIE, yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Partisipan penelitian adalah 15 mahasiswa semester pertama Program Studi Pendidikan Bahasa Inggris di Universitas Nias pada semester genap tahun akademik 2024/2025. Data dikumpulkan melalui skor pre-test dan post-test serta kuesioner respons mahasiswa. Hasil penelitian menunjukkan peningkatan prestasi tata bahasa mahasiswa setelah menggunakan latihan berbasis Google Form, dengan skor rata-rata meningkat dari 62,40 pada pre-test menjadi 78,60 pada post-test. Peningkatan paling signifikan ditemukan pada kesesuaian subjek-predikat dan penggunaan tenses dasar. Selain itu, mahasiswa menunjukkan respons positif terhadap penggunaan Google Forms, khususnya dalam hal aksesibilitas, kejelasan latihan, dan manfaat umpan balik instan. Temuan ini menunjukkan bahwa latihan tata bahasa berbasis Google Form layak dan efektif sebagai media pembelajaran dan menawarkan solusi praktis, mudah diakses, dan berbiaya rendah untuk meningkatkan pembelajaran tata bahasa dalam konteks pendidikan tinggi EFL.

Kata kunci: Google Form, latihan tata bahasa, siswa EFL, teknologi pendidikan, pendidikan tinggi

ABSTRACT: This study aims to develop Google Form-based English grammar exercises for EFL students and to evaluate their validity and practicality as learning media. The study employed a Research and Development (R&D) approach using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. The participants were 15 first-semester students of the English Education Study Program at Universitas Nias during the even semester of the 2024/2025 academic year. Data were collected through pre-test and post-test scores as well as a student response questionnaire. The results revealed an improvement in students' grammar achievement after using the Google Form-based exercises, with the mean score increasing from 62.40 in the pre-test to 78.60 in the post-test. The most significant improvements were found in subject-verb agreement and basic tense usage. In addition, students showed positive responses toward the use of Google Forms, particularly in terms of accessibility, clarity of exercises, and the usefulness of instant feedback. These findings indicate that Google Form-based grammar exercises are feasible and effective as instructional media and offer a practical, accessible, and low-cost solution for enhancing grammar learning in EFL higher education contexts.

Keywords: Google Form, grammar exercises, EFL students, educational technology, higher education

INTRODUCTION

English grammar is an essential component of English as a Foreign Language (EFL) instruction because

it serves as a structural system that governs the formation and transmission of meaning. Grammar mastery is critical at the tertiary level because students must use English correctly and appropriately in academic settings. According to (X. Zhang & Tang, 2025) grammar includes form, meaning, and use, whereas (T. Zhang, 2023) emphasize grammar's role in linking structural accuracy to communicative effectiveness. As a result, grammar mastery is a necessary foundation for effective EFL learning.

In practice, however, many EFL students still struggle to learn grammar, especially in the early stages of university study. These difficulties are typically caused by a lack of opportunities for continuous practice and insufficient feedback to support the learning process. (Duan, 2025) emphasizes that grammar acquisition necessitates repeated and meaningful practice, whereas (Al-Mekhlafi & Nagaratnam, 2011) contends that grammar instruction is ineffective when it focuses solely on theoretical explanations without adequate practice. This situation indicates a problem in the provision of grammar practice materials that meet the learning needs of EFL students.

Previous studies have shown that using appropriate instructional media can improve the effectiveness of grammar learning. According to (Kord et al., 2025), effective grammar instruction should actively engage students through a variety of context-rich exercises. According to (Nzilano & Machumu, 2025), the alignment of instructional methods, learning media, and learner characteristics has a significant impact on language learning success. Nonetheless, grammar exercises in many EFL contexts continue to rely heavily on traditional printed materials, which are typically teacher-centered and offer delayed feedback.

With technological advancement, the incorporation of digital media in higher education has become increasingly important. When designed with sound pedagogical principles in mind, educational technology has been shown to improve flexibility, accessibility, and learner engagement (Godsk & Møller, 2025). Google Form is a digital tool with great potential for grammar instruction. This platform enables educators to create grammar exercises in a systematic manner, provide automated feedback, and promote independent learning. Previous research indicates that using Google Forms in language learning improves student participation and assessment efficiency (Sari et al., 2020).

From a theoretical standpoint, the development of Google Form-based grammar exercises is consistent with behaviorist theory, which emphasizes repetition and reinforcement in language learning (Chirobocea-Tudor, 2022), and constructivist theory, which views learning as an active process of knowledge construction (Prakash Chand, 2023). Furthermore, (Intikhab Ahmed Panhwar et al., 2025) concept of the Zone of Proximal Development emphasizes the importance of scaffolding in assisting learners to achieve higher levels of competency. In this context, Google Form-based grammar exercises can serve as digital scaffolding, assisting grammar learners in a gradual and structured manner.

Based on these issues, the purpose of this study is to create Google Form-based grammar exercises for

EFL students and assess their validity and usefulness as learning tools. The findings of this study are expected to add to the literature on the development of technology-based grammar learning media in EFL contexts. Practically, the findings are expected to provide an effective alternative for lecturers to deliver grammar practice and assessment, as well as assist students in developing a strong grammatical foundation in higher education.

RESEARCH METHODS

This study used a Research and Development (R&D) approach because the research was not focused on finding cause-and-effect relationships between variables or testing specific hypotheses. Instead, the goal was to create and assess an instructional product. The study aimed to explore how practical and suitable English grammar exercises could be made for first-semester EFL students using Google Form. Because of this, a development-based method was chosen, as it provides a clear and organized way to handle the research problem by designing, building, and evaluating a real educational product.

The choice of the R&D methodology aligns with (Borg, 2003), who point out that this method is well-suited for research that results in educational products, especially when the focus is on testing their feasibility and practicality. Using this method limits the study's conclusions to the quality, feasibility, and practicality of the grammar exercises created, rather than making claims about cause-and-effect relationships or statistical trends. This shows that the chosen method fits the kind of data collected and the nature of the research goals. To help with the research process, the ADDIE model was applied because it offers a logical and organized sequence for creating instructional materials, as described by (Branch, 2009). Using this model helped the researcher develop grammar exercises based on real student needs, make sure they matched the learning objectives, and test the product by having the target users try it out. For these reasons, the ADDIE model was considered the right choice for supporting the development of digital teaching materials in a higher education EFL setting.

The study took place at Universitas Nias during the even semester of the 2024/2025 academic year. The participants were 15 first-semester students in the English Education program, as they were the intended users of the product and needed a strong foundation in grammar. Data from their responses and performance were used to see if the selected research method effectively solved the research problem in a structured way and helped achieve the research goals.

RESULT AND DISCUSSION

Students' Grammar Achievement after Using Google Form–Based Exercises

After the implementation of Google Form–based English grammar exercises, students' grammar achievement showed a measurable improvement. The quantitative data analysis focused on students' scores before and after using the developed exercises. Descriptive statistics were calculated to identify changes in students' performance, including mean scores and score distributions.

As shown in Table 1, the students' average post-test score was higher than their pre-test score, indicating a general improvement in grammar mastery. The most significant improvements were seen in items related to subject-verb agreement and basic tenses, which had previously been identified as major problem areas among second-semester students at Universitas Nias. These findings show that structured grammar practice delivered via Google Forms effectively supports gradual grammar development for EFL learners at the foundational level.

Table 1. Students' Grammar Scores Before and After Using Google Form–Based Exercises

Test Type	N	Mean	Standar Deviation
Pre-test	30	62.40	8.15
Post-test	30	78.60	7.42

As shown in Table 1, students' mean score improved from 62.40 in the pre-test to 78.60 in the post-test. The improvement in students' grammar performance supports previous research indicating that technology-assisted grammar instruction can improve grammatical accuracy by providing repeated exposure to target forms and opportunities for focused practice (Li & Hegelheimer, n.d.; Z. (Victor) Zhang, 2020). The findings suggest that Google Form-based exercises serve as both assessment tools and learning media, reinforcing grammatical understanding through continuous practice.

The Role of Instant Feedback in Grammar Learning

Instant feedback was identified as a significant factor in students' grammar improvement. The Google Form-based exercises gave students immediate feedback after each submission, allowing them to identify and correct their grammatical errors in real time. Students received immediate feedback on whether their answers were correct or incorrect after completing each exercise.

This immediate feedback helped to reduce grammatical errors and the fossilization of incorrect

forms. From an interactionist standpoint, timely feedback is critical for facilitating cognitive processing and strengthening form-meaning connections in second language learning (Gass S. M, 2020). Furthermore, instant feedback promotes learner autonomy by allowing students to evaluate their own performance and adjust their learning strategies, which is consistent with (Hyland & Hyland, 2006) findings.

Students' Responses toward the Use of Google Form as Learning Media

In addition to grammar achievement, a questionnaire was used to assess students' attitudes toward learning media. The findings show that most students reacted positively to the use of Google Form-based exercises, particularly in terms of usability, accessibility, and learning convenience.

As shown in Table 2, the majority of students agreed that Google Forms were simple to use on smartphones, which are widely used as primary learning tools at Universitas Nias. This accessibility reduced technical barriers, allowing students to focus more on grammar learning than platform navigation.

Table 2. Students' Responses toward Google Form–Based Grammar Exercises

Statement	Agree (%)	Neutral (%)	Disagree (%)
Google Form is easy to access using a smartphone	86.7	10.0	3.3
The exercises are easy to understand	83.3	13.4	3.3
Instant feedback helps me learn grammar	90.0	6.7	3.3
Google Form motivates me to practice grammar	80.0	16.7	3.3

Table 2 shows that more than 80% of students approved of the use of Google Forms as a grammar learning tool. These findings are consistent with recent research demonstrating that mobile-accessible learning platforms increase learner participation and lower barriers to practice in EFL contexts, particularly in developing educational environments (Kukulska-Hulme & Shield, 2008).

These findings support current research trends emphasizing the effectiveness of low-cost and easily accessible digital tools in EFL instruction, particularly in higher education contexts. Technology-assisted grammar activities that integrate structured practice and immediate feedback have been shown to enhance learner engagement while addressing pedagogical and contextual challenges in grammar learning (Ranalli, 2018; Z. (Victor) Zhang, 2020).

Overall, this study found that Google Form-based English grammar exercises are an effective instructional solution for improving grammar mastery among second-semester EFL students at Universitas Nias. The findings can be summarized as follows:

1. Google Form-based exercises improved students' grammar skills, specifically subject-verb agreement and tense usage.
2. Instant feedback improved error awareness and correction, reducing grammatical mistakes.
3. Positive student feedback confirmed Google Forms' practicality and accessibility as a learning tool in the local context.

In addition, mobile-accessible learning platforms have been found to increase learner participation and reduce barriers to practice by enabling flexible and self-directed learning through personal devices (Kukulska-Hulme & Shield, 2008). The use of simple and familiar digital tools also helps reduce cognitive load related to technology use, allowing learners to focus more on language content rather than platform navigation (Godwin-Jones, 2021). Google Form-based exercises address pedagogical and contextual challenges in tertiary grammar learning by combining structured grammar practice, instant feedback, and mobile accessibility.

CONCLUSION

This study finds that using Google Form-based English grammar exercises can bring several clear benefits for teaching grammar in EFL higher education. One big benefit is how well these exercises help students improve their grammar, especially in areas like subject-verb agreement and basic tense usage. The organized structure of the exercises, along with chances to practice repeatedly, supports steady progress in grammar for first-semester EFL students. Another key benefit is the instant feedback these tools provide, which helps learners spot mistakes right away, fix misunderstandings, and prevent incorrect grammar from becoming fixed habits. Plus, because Google Forms can be accessed on smartphones, they make learning more engaging and encourage students to learn on their own, making them a practical and low-cost teaching tool.

Even with these benefits, the study has some limits. One is that the number of students was

small and only from one program at Universitas Nias, which means the results might not apply to other EFL settings. Also, the study only looked at basic grammar topics and short-term learning results, not long-term memory or deeper grammar skills. The research focused more on creating a useful tool than comparing it with other methods, so we shouldn't jump to conclusions about its effectiveness.

As for using these exercises in real classrooms, they can work well as extra learning tools for grammar practice, checking student progress, and independent study in EFL colleges. Teachers can use them in mixed or fully online classes to give students flexible practice and quick feedback. For future studies, it's suggested to create similar tools for more advanced grammar topics, test them with bigger and more varied groups of students, and use experimental or long-term studies to check their impact. This would help build stronger evidence and explore more of how digital tools can help in EFL grammar education. In general, this study shows how important it is to use simple, easy-to-access digital tools in grammar teaching. It also helps push forward efforts to improve EFL teaching by using technology in learning.

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