Technology Acceptance Model in Socrative as a Learning Grammar Software: Higher Education Students' Perception

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ABSTRACT

Technological advancement that are happening today provide many conveniences, including in the world of education, especially teaching writing. The main objective of this research is to find out how students perceive the use of Socrative to teach English grammar. The method used in this research is descriptive qualitative. Students enrolled in the second semester of the English Education Study Program for the 2022–2023 academic year are the participants. Interviews and questionnaires were used to collect data for this investigation. The questionnaire included 20 (twenty) items regarding perceived utility and perceived ease of use, which the technology acceptance model (TAM) theory has developed to ensure the reliability and validity of the questionnaire. The findings of this research indicated that students have a very good evaluation of the use of social constructions in teaching grammar. The results proved that they accept the application of Socrative well in their learning process.
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I. Introduction

Since the 1980s, English has been acknowledged as the most significant foreign language in Indonesia. Since the early 1990s, it has had an enormous expansion, as noted by Alwasilah (1997; quoted in Mappiasse & Sihes, 2014). Four language skills—listening, speaking, reading, and writing—must generally be learned and mastered by students studying English. Grammar and vocabulary are also necessary for learning a language, in addition to those four language abilities. However, students frequently consider grammar classes to be difficult (Paris & Yussof, 2012). Therefore, it is crucial that educators use the appropriate strategy to reduce anxiety when teaching grammar, particularly tenses.

When studying a language, especially English, whether it be a second language or a foreign language, grammar is an important component. Students will experience some learning difficulties if they don't understand the proper grammar (Widodo, 2006). We cannot overlook grammar when learning a new language, such as English (Debata, 2013). Students who already have some fundamental capabilities can advance their language ability (Ira Irzawati, 2013). According to Effendi et al. (2017), grammar is vital for language learners and is closely related to other language skills. According to Effendi et al. (2017), several students thought grammar was a challenging subject.

As a result, they dislike grammar, which negatively affects their grade in this subject. Ira Irzawati (2013) provides additional evidence that students can have difficulty of mastering grammar. Grammar is tough for them to understand. The motivation of the students and their

comprehension of the language would be impacted by this issue. In light of the aforementioned facts, Xin (2010) proposes that grammar instruction materials should be clear and engaging. Additionally, according to Larsen-Freeman (2003), a teacher must teach grammar by expanding its range of meanings. In agreement with this, Ismail (2010) argued that teaching grammar in the context of communication will help learners learn it more successfully.

In addition, educational technology tools are frequently employed in language teaching and learning in modern technological era. Socrative is one of the technology instruments that can be utilized when teaching grammar. This Web 2.0 application is made for formative evaluation of replies. This tool can be used in conjunction with mobile devices including tablets, laptops, and smartphones. Multiple-choice, true-false, and other sorts of questions can be created by the teacher, and the students can select the best response based on their opinions. Additionally, wireless transmission of student responses allows for direct display of results on the screen. The fact that this instrument is less expensive and doesn't require administrator funds is urgent. New methods of teaching and learning have emerged as a result of recent technology advancements, particularly in the field of education (Dakka, 2015). Student learning has benefited from the usage of technology.

Both traditional classroom instruction and students' individual learning have been modernized by technology (Terrel, 2011; Drexler, 2013). Student Response System (SRS) is one of the educational technology tools that teachers can employ in the classroom. During learning, this approach can be utilized to gather feedback from students' responses to questions and tests (Dervan, 2014). Students can rapidly view the results of their work by using the students' response system as a system that can get immediate feedback for academics (O'Keeffe, 2012).

According to Mork (2014), the Student Response System is also known as the Class Response System (CRS), Learner Response System (LRS), Audience Response System (ARS), and Class Feedback System (CFS). The Student Response System (SRS) turns classrooms into environments where students actively learn. Understanding the student response system is necessary as more educational institutions begin to employ it (Awedh et al., 2015). Socrative is one of the often-employed Student Response System (SRS). Teachers can swiftly and immediately check on students' learning results thanks to this tool. Additionally, we can save money by not having to buy this tool (Awedh et al., 2015). No additional software or electronic equipment is required. The availability of the Internet and smartphones with an Internet connection is pivotal (Mendez & Slisko, 2013).

Teachers can swiftly assess the learning results of their students with the aid of Socrative. Socrative can also be utilized anytime, anywhere. According to Dervan (2014), students can access social media using WiFi or cellular data connections made with a computer, a phone, or a tablet. The website www.socrative.com requires teachers who wish to utilize this system to register before providing them with access to a virtual classroom (Dervan, 2014). Teachers log in with their email addresses and password to continue the procedure. This makes it simple for them to provide pupils with previously prepared questions or tests (Dervan, 2014).

According to researchers, this instrument has benefited teachers in the classroom. Socrative improved student engagement in the learning process while also assisting them in processing the teacher's queries (Awedh et al., 2014). According to Mendez and Slisko (2013), this application is particularly helpful for improving the effectiveness of cooperative learning. According to Awedh et al. (2015), utilizing Socrative to teach students boosted their engagement in all learning activities and encouraged them to learn freely and collaboratively. Additionally, Kaya and Balta (2016) note that after students respond to the questions, they can view their work on the screen. Teachers are able to correct students' errors and provide clarification on previously taught material.

According to Barnawi (2009), Dashtestani (2012), and Bolandifar (2013), ICT is a useful tool to utilize in English teaching, especially in an environment where English is being taught as a foreign language (EFL). However, there is still a significant lack of ICT integration in Indonesia's schools, particularly in the teaching of English (Al-Munawwarah, 2014). However, ICT has reportedly been used by the Indonesian government to increase some educational chances, according to Yuhetty (2002). The goal is to raise educational standards. She added that Indonesia uses ICT for computer-assisted instruction (CAI), collaborative research, online courses, online tutorials, and e-learning in the field of education. ICT integration in teaching and learning has been

shown to improve student performance as well as teachers' productivity and efficiency, according to numerous researchers (Jamil & Shah, 2011). According to Sudiran (2015), many Indonesian students think highly of educational institutions that use ICT in their teaching and learning processes. It indicates that students' attitudes regarding using the Internet for educational or professional purposes are favorable. The majority of them think that a graduate's ability to use ICT in the workplace will determine how successful they are. Additionally, this will determine how competitively employable grads are.

The technology acceptance model (TAM) is a framework for user adoption of information technology solutions. Based on the Theory of Reasoned Action (TRA) model, Davis et al created the TAM. The TAM model extends the TRA paradigm by two key components. Perceived utility and perceived ease of use are these two key constructs (Davis et al., 1989). Attitude toward use is influenced by both perceived utility and perceived ease of use. The perceived usefulness is influenced by the perceived simplicity of use. According to Hubona and Geitz (1997), TAM is a method for assessing attitudes and beliefs that are predictive of future behavior.

TAM theory is the most dependable model when compared to other theories that attempt to explain the relationship between user satisfaction and attitudes and behavioral goals, claim Davis (1989) and Davis et al. (1989). According to Ajzen and Fishbein (1980), TAM was created from TRA and can be used to measure user acceptance of the effects of two issues: perceived usefulness and ease of use. TAM examines the user's perception of the technology's usefulness and usability to ascertain their attitude toward its use. According to Davis (1986), perceived utility and perceived ease of use are beliefs that can affect how technology is intended to be used, however perceived usefulness also directly affects perceived ease of use.
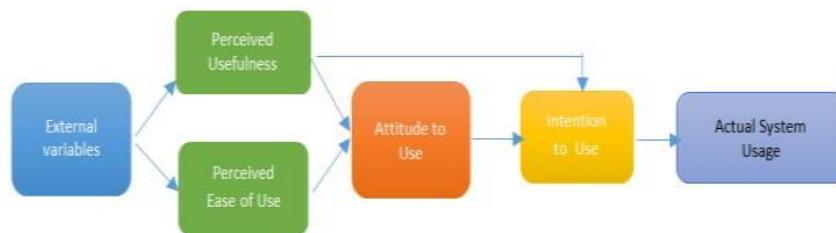

Figure 1: Davis's Technology Acceptance Model (TAM).

This study aims to determine students' perceptions about the use of socrative application in learning English, especially grammar. Research questions of this study is how the students' perceptions of Socrative applications in learning grammar.

Socrative
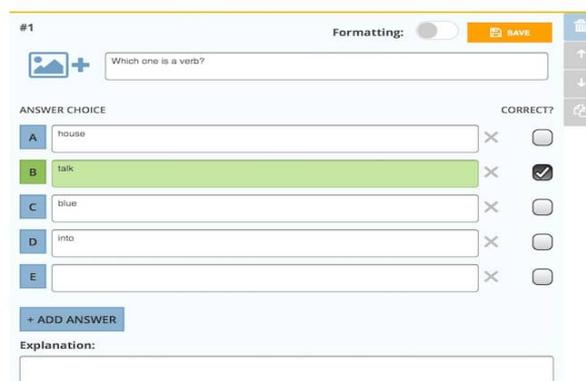
Picture 1. Socrative

The Technology Acceptance Model (TAM) is an information technology system used by users. TAM adds two major components to his TRA model. Then, perceive ease of use and and utility are two kinds of this model. This model can be used for learning as it name e-learning applicants (Information and Communication Technology). This system allow teachers to create quizzes and interactive games and engage students in person or in real time. Teachers who want to use this system must register at www.socrative.com and after that, they will be given a virtual classroom (Ahmad, 2020). In socrative there are five menus, namely; lunch, quizzes, rooms, reports, and results. Socrative is currently a free application. Socratives are easy to learn, but have limitations . Teachers cannot monitor student progress because student assessment results are independent of before and after assessment. Then, this system has deficiency such as; The unresponsive and slow respond of the interface of this apps may be happened. To overcome this, students may login and logout frequently. Next, the lmited and unattractive projector may be found, so it would be hard to get students' attention in the classroom. (4) Socrative lacks advanced features such as data on student performance declines, grades, progress, and other data beyond average grades that teachers can use to assess learning.

Socrative has six features (see picture 1), such as 1) Lunch, 2) Quizzes, 3) Rooms, 4) Data, 5) Reports, and 6) Results. (1) Lunch. This launch feature includes multiple choice quizzes, space races, ticket exits, and simple question. (2) Quizzes. It is used for making questions or quizzes. (3) Rooms. This menu is used to create rooms in the sense of forming groups of students. (4) Data. The amount of the students can be seen by this menu (5) Reports. The history of the students activity display by this menu (6) Results (Fatmawaty, 2020), The students' final result can be seen in this menu. The report can be gotten by clicking finish. There are three choices that students can choose and the result would send via email or download it directly.

Students Response System

Studies show that technology-based systems and Student Response Systems (SRS) can improve student engagement and academic performance. SRS has been around since his 1960s using a device called a clicker. However, it has only recently become recognized as a tool that facilitates active learning (Yoonjung, 2018). Over the past decade, there has been a proliferation of several mobile applications that can be used as clickers, including Socrative, Kahoot, and Quizlet. In most cases, it is available as a free tool for teachers and students, making it easier to integrate into language teaching and enriching the learning environment. Socrative, the tool used in this study, has several advantages. Most important is the versatility in terms of the types of questions you can design and the features for cross-team collaboration.

Socrative as the Teaching Tools

Socrative is one of the technology in learning that facilitate both students and teachers to have an interactive teaching –learning process. Teacher can take the control of this app and create interactive quizzes. Teacher make interactive conversation as well. Students able to access it through their phone and insert the code room that given by the apps. So, students interact with teachers virtually. students can give a respon to the material. Teachers can create quizzes, short questions, and completion reports. Lots of kinds question can be created with this app. Work together can bee applied with socrative (Vurdien, 2021). This is a collaborative effort where students can work as a team to answer questions immediately. Teachers can easily access the results of this competition in real time to determine student teams. Teachers can view and download quiz data in Microsoft Excel. Teachers can also email them if further action is required. Some software that able to acces this system such as chrom, windows, and Ios . Then, all features can be access through HTML-5. Next, some hardwares that can access this such as mobile phone, tablet and dekstop. In addition, students in grade 12 can be used socrative. Socrative gives all students the opportunity to track and understand their progress, regardless e to acces this system such as chrom, windows, and Ios. (Mohamad, 2019). This aims to increase equity in education as teachers can train their students with challenging content. Socrative provides feedback in the form of Socrative reports to design better lesson plans. Quizzes can also be administered to provide a more immersive learning experience for students.

How to Use Socrative

Teachers are automatically assigned a public room when they create a free account. Public spaces are essentially virtual gathering places for the audience. In the public room, there are some activities that can be done by the teachers such as edit, create, and copy the quizzes. There also be various form of question such as true, false, multiple choice and etc. Images can be uploaded to the quiz, but audio and video files are not supported. Unfortunately, it is not possible to set up timetables in public places. In addition, teacher can track students' activity by asking them to enter their name in public space.

It is not useful for students to register an account. The teacher invites students into the room via her URL to access quizzes, quick questions, space races and exit tickets. Socrative maintains a reporting section where teachers can download an Excel spreadsheet containing data on the performance of the entire class. Individual research reports can also be downloaded in PDF format. Overall, teacher would get the result through e-mai . There also quick question feature that can use in real time. (Viriana, 2020). So, it is easier for teachers to see students' performance throughout the lesson. By reviewing students with simple questions, teachers can align the learning process with the goals they want to achieve. Lesson results can be instantly shared with students.

The assesment will be available at the end of the lesson, the teacher can shoose the quiz style. The aim of this quiz is to see how far students understand the material that have been thought.To correct homework and mistakes, students can leave exit tickets. Another feature that teacher can answer the quizzes and make a group to compete each other called space race. If the student or team can answer each quiz question, the selected avatar will advance to the race. The person who gets the most correct answers within the time allotted for the quiz is the winner.

II. Method

The method of this research is mix method. Sequential Explanatory Design was appllied in this research. The quantitative data would present first then qualitative data as the second one. Then, the instrument of this research is questionnaire and interview. The TAM will use as the kind of questionnaire. There are 20 items in the questionnaire. The questionnaire will be divided into two parts. The first part consist of 10 questions about perceived usefulness, and the second one consist of 10 questions about perceived ease of use. Then, Likert scale (strongly agre, agree, neutral, disagree, strongly dis-agree). The score of each scale is 5-4-3-2-1. Next, 20 students would choose as the sample of this research. For the interview, researcher would choose 5 students. The question in the interview would used TAM theory as well with the questionnaire. The data of this research were analyzed by quantitative and qualitative that get from questionnaire and interview. To analyze students'perception in using socrative, statisic analysis such as mean, median, was applied. The data would interpret based on research question.

III. Results and Discussion

The findings in this study have then been compiled and categorized into two main themes of this research; the first, the use of socrative application that students have felt and the second regarding the ease felt by students in using application of socrative.

A. Students' Perception of Usefulness of Socrative

No	Item	SA	A	N	DA	SDA
1	Using Socrative improves students' mastery of English	(50%)	(40%)	(10%)	(0%)	(0%)
2	Using Socrative gives students greater control over the language learning	(0%)	(40%)	(55%)	(5%)	(0%)
3	Socrative enables students to accomplish	(5%)	(70%)	(25%)	(0%)	(0%)

	grammar tasks more quickly					
4	Socrative supports critical aspects of students' study	(0%)	(75%)	(25%)	(0%)	(0%)
5	Using Socrative increases students becomes active in learning process	(15%)	(50%)	(30%)	(5%)	(0%)
6	Using Socratives improves students' learning performance.	(10%)	(45%)	(40%)	(5%)	(0%)
7	Using Socrative allows students to accomplish more tasks than would otherwise be possible	(25%)	(50%)	(15%)	(10%)	(0%)
8	Using Socrative enhances students' effectiveness on the learning	(5%)	(75%)	(20%)	(0%)	(0%)
9	Using Socrative makes it easier to do grammar tasks	(30%)	(55%)	(15%)	(0%)	(0%)
10	Overall, I find Socrative useful in learning grammar	(50%)	(30%)	(20%)	(0%)	(0%)

Table 1. Students' Perception of Useful of Socrative

From the data above we can draw the following conclusions: When viewed in terms of students' perceptions of the use of socrative applications in students' language learning processes, 50% of students strongly agree that socratives are a useful tool in learning grammar then 40% say they agree and 10% say they are neutral. Meanwhile, regarding the use of Socrative giving students greater control over language learning, it shows that only 8% agreed, while 555 said they were neutral and others said they did not agree or 25%. This finding also explains that 15% of students strongly agree and 70% agree that socrative allows them to complete grammar tasks more quickly and 25% say neutral to socrative is able to complete assignments quickly. 75% of students agree that socrative supports critical aspects of their learning and 25% say they are neutral towards this statement. Then, 15%% of students strongly agree and 50% agree that the use of socrative can make students more active in the learning process then 30% say neutral and 5% say they disagree. In addition, 10% of them students also strongly agree and 45% agree that socratic can improve their performance in learning and other than that say neutral 40% and 5% disagree.

While their perceptions in terms of doing the tasks given, 25% of students strongly agree and 50% agree that using socrative allows them to complete more tasks than before when not using socrative, while 15% say neutral and 10% disagree. 5% of them strongly agree and 75% say that socratic increases their effectiveness in the learning process while 20% are neutral. If from the point of view of socrative it makes it easier for them to do grammar tasks, they say that 30% strongly agree and 55% agree with the statement while 15% are neutral. And the last one as a whole said that 50% of them strongly agreed and 30% of them agreed and 20% were neutral that socrative is useful in learning grammar.

B. Students' Perception on the Easy Use of Socrative

No	Items	SDA	DA	N	A	SA
1	I find it so complex to use Socrative.	(55%)	(30%)	(5%)	(0%)	(10%)
2	Socrative is user-friendly application.	(15%)	(15%)	(25%)	(35%)	(10%)
3	Socrative really frustrates me to operate.	(25%)	(40%)	(10%)	(15%)	(11%)
4	Socrative enables me to do what I want.	(5%)	(20%)	(10%)	(44%)	(20%)

5	Socrative is very stilted and inconvenient to have an interaction with others.	(15%)	(45%)	(20%)	(15%)	(5%)
6	Socrative is so helpful for me to manage my tasks.	(10%)	(10%)	(5%)	(40%)	(35%)
7	It requires a lot of effort and patient to operate Socrative.	(25%)	(35%)	(10%)	(15%)	(15%)
8	Socrative enables me to interact with others easily.	(5%)	(15%)	(10%)	(40%)	(30%)
9	Socrative is a hard learning application to learn from.	(30%)	(35%)	(5%)	(15%)	(15%)
10	I think that Socrative is easy to use.	(5%)	(15%)	(20%)	(35%)	(25%)

Table 2. Students' Perception on the Easy Use of Socrative

Based on table 2 Students' Perception on the Use of Socrative., it can be seen from the first statement, there are 11 of 20 students (55%) voted that they are strongly disagree that Socrative is complex. 6 (30%) students voted they disagree, 1 (5%) of students voted that they are neutral. There is none of students that voted they agreed, 2 (10%) of students voted they strongly agree, and so on. For the second statement, 3 of 20 students voted that they strongly disagree that Socrative is a friendly-user app. 3 of them voted they disagree with that statement. 5 of 20 students voted neutral. 7 of 20 students voted they agreed. And 2 of them voted they strongly agreed. For the third statement about the frustration of students to operate Socrative, 5 of them voted that they strongly disagree that Socrative makes them frustrated. 8 of 20 students voted they disagree. 2 of 20 students voted that they are neutral. 3 of them voted agreed. And the rest, 2 of 20 students voted that they felt frustrated to operate Socrative.

The fourth statement about the flexibility of Socrative to facilitate them to do what they want, 1 of them voted that they strongly disagree with that statement. 4 of them disagree. 2 of them were neutral. 9 of them agreed. 4 of them were strongly agreed. The fifth statement about Socrative is inconvenient for students, 3 of 20 students voted that they strongly disagree with the statement. 9 of them disagree with the statement. 4 of them were neutral. 3 of them agreed with the statement. 1 of them strongly agreed with the statement. The next statement about Socrative being a helpful learning app to students, most of students voted that they agreed with the statement. They were 8 (40%) of students agreed with the statement and 7 (35%) of students voted they strongly agreed with the statement. Next, about the effort and patient the students have to make, they were 7 (35%) of students voted that they disagreed with the statement, means that Socrative does not require a lot of effort and patient to operate. Next statement about Socrative enables them to interact with others easily, it seems like most of students, who are 8 (40%) students voted that they agreed with the statement. 6 (30%) of them voted they strongly agreed with the statement. Next up, about Socrative being a difficult learning app to learn from, they were 7 (35%) of students voted that they disagreed with the statement. The last statement about Socrative is easy to use, they were 7 (35%) of students voted they agreed with the statement. 5 (25%) voted that they strongly agreed with the statement.

From these data we can obtain in this study, it can be seen that students' perceptions about the use of socratives in grammar learning conducted by students in general we can conclude is positive. We can see this from the evidence obtained based on the results of the questionnaires and interviews conducted with students. In the section on student perceptions (perceived usefulness) regarding the use of socrative, the data from the questionnaire revealed that more than 50% of the respondents, namely students, agreed or strongly agreed that the use of socrative was very beneficial for them. The item statements that are popular for this section are items 1, 3, 7, 4, 5, 6, 7, 8, 5, 9 and 10, which shows that students agree with the importance of socratic and its effectiveness felt by students in learn grammar. Most of the participants agreed that being creative could improve their

grammar, allowing them to complete more tasks than before, and they also stated that socrative made grammar tasks easier.

In addition, it can be seen that based on table 2 Students' Perceptions of the Ease of Use of Socrative, the items most frequently chosen by students are item 1 and item 4. Item 1 has more than 50% of students choosing that they strongly disagree if Socrative is a complex application that ever used. And item 4, they 44% of the 20 students voted they agreed with the statement that said Socrative allows them to do what they want. It can be seen clearly that Socrative is easy for students to use and Socrative allows them to do what they want because Socrative has many features that make it easier for them to manage their assignments.

Then the data from the interview also shows the same picture. Almost all of the participants stated that being creative really helped their learning, especially in learning grammar. (Respondent 1) for example, from the results of the interview said that…..After using the socrative application, I was able to find out directly about my skills regarding grammar, so that I understand better in writing, especially grammar…..Other respondents also said from the results of the interview that…. I am also motivated to complete all grammar tasks using Socrative that have been given by the lecturer quickly resolved….. (Respondent 2). …in my opinion, one has to be creative and that's very interesting. It can improve my grammar in English and it motivates me to learn more about English grammar… (Respondent 3)… Some participants stated that Socrative can increase their involvement during lectures and make lectures more interactive, as claimed by respondent 1 that…I am very interested in learning grammar using Socrative. Because of that I can interact directly during learning activities, it's very exciting…. They also claim that the feedback provided is constructive in helping students solve the problems they experience in learning grammar…. I can immediately see whether my work is correct or not, after using Socrative, so I can immediately correct the mistakes that have been made and learn from them…(Respondent 4). Other participants also stated that Socrative was useful because it introduced a bit of fun into the learning process in the classroom. Besides the application being easy to use and also interesting…...I really enjoy learning to use media like this Socrative. It's not boring. Very fun and very interesting……. (Respondent 5).

This is supported by several studies which show that positive perceptions are also found in the use of Socrative in learning Arabic in Saudi which discusses the use of Socrative in language assessment(Saeed Alharbi & Meccawy, 2020) and there was an increase in scores after using Socrative in grammar learning (Maesaroh et al., 2020). The results of other studies also show that Socrative is the right tool that can help increase user engagement in teaching English in the classroom (Kaya & Balta, 2016). Other research in Indonesia (Mohamad et al., 2019) which discusses the perceptions of students and lecturers shows that the majority of respondents have a positive perception of Socrative. Students and lecturers gave positive feedback regarding Socrative's "perceived usefulness and ease of use" in grammar class. It is hoped that this tool will not only be used in grammar classes but also in all aspects of learning English.

Not only in learning the language, the use of Socrative is also useful in other subjects such as Physics, which has been researched in Madrid (Mendez & Slisko, 2013) and Chemical Engineering (García-Fayos et al., 2021). The results of this preliminary study explain that the use of Socrative and smartphones is a feasible tool to facilitate active physics learning in the classroom. By using this tool, the teacher can find out in real time students' initial answers in real time and can organize each group in such a way that the dialogue is productive for further student learning. The students, who were involved in the research that is reported, found Socrative to be a useful tool, as it supports learning and increases motivation. Moreover, it helps them to become aware of their knowledge and way of thinking. Socratic stimulates cooperative work and students enjoy discussing and learning to debate their answers and opinions. We can conclude that the use of Socrative shows a positive perception from both students and lecturers in helping the language learning process, especially grammar. And from other research also shows not only related to language that Socrative can also help the process of learning lessons outside of language.

IV. Conclusion

The findings of this study suggested that students have a positive attitude towards the use of Socrative. The students also have a positive attitude towards Socrative being the easy use learning application to learn from. The researchers of this study would like to reveal some answers from the interviews the researchers have done with five respondents regarding learning grammar with Socrative. Based on what the researchers have got from the answers of the respondents, it is suggested that almost all of the respondents stated that being creative really helped their learning, especially in learning grammar. Most of them stated that learning grammar with Socrative helps them to measure their own skill in grammar knowledge, Socrative motivates them to learn more about grammar, Socrative can increase their involvement during lectures and make lectures more interactive, Socrative was useful because it introduced a bit of fun into the learning process in the classroom, and finally Socrative is a fun and interesting learning app to learn from about grammar.

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