

Taking Advantages of Socrative in English as Foreign Language Teaching Classes

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Article History

Received : March 14th 2022

Revision : April 26th 2022

Publication : June 30th 2022

ABSTRACT

The advantages of technology cannot be overstated, and new technology advances at a breakneck pace. Every day, a new innovation is made. In this way, education may use the fast advancement of technology instruments for the purpose of facilitating effective teaching and learning, including language assessment. The assessment could be done real-time although the learning process is online. This study examines EFL students' opinions regarding utilizing Socrative in the classroom as a real-time response system, as well as their accomplishment after being treated with Socrative. Socrative is a sophisticated student response system (SRS) that enables teachers to discover and analyze in real time what students have learnt during lectures. The study was done at the fifth semester students of the English department in Teaching English as Foreign Language course. The survey was conducted following the semester-long practice of the Socrative. The students' perception was derived from survey technique to ascertain students' perceptions regarding Socrative. The findings of this study show that Socrative is an appropriate tool for increasing users' participation in the classroom and assessment. Additionally, the students' success indicates an improvement after multiple uses of Socrative. The usage of Socrative is then highly recommended for classroom use in assessing students language knowledge.

Keywords: Attitude, Online Assessment, Socrative, Technology in Education

INTRODUCTION

The use of digital technologies has spread to every single field of life. Recently, information and communication technologies are also increasingly used to support education, especially in teaching and learning process (Afrianto, 2018) as well as assessment. A school or teacher who uses up to date technologies is seen as having an indicator of high-quality education (Çakır, & Yıldırım, 2009). Educators use technologies in or out side classroom have one common purpose, they try to grab their students' engagement in learning in order to reach the objective of learning effectively because educational technology has been considered as part of the educational

reform (Fullan, 2007). Additionally, several websites and a variety of tools have been included into the learning and teaching processes, which enables instructors to focus students' attention on the material being taught in the classroom.

A learner could learn much when they are engaged during learning process, so active learning is vital for students (Brown, 2004). In this scenario, the use of appropriate technology helps to motivate students to learn. Classrooms today have enough technology to keep students engaged, including smart boards, tablets, cellphones, laptops, and projectors. Using software, all of these devices may be integrated into a single lesson plan, allowing teachers to use a broad variety of teaching methods to keep students interested in the material (Dervan, 2014). Students' ability to participate more actively in class discussions and individual and group learning outcomes improves when cellphones are used in conjunction with other classroom technology (Duncan et al., 2012).

Moreover, the topic of language assessment has never gone unnoticed by scholars. The impact of assessment on teaching and learning has received much attention in the literature (Furaidah et al., 2015; Galikyan et al., 2019; Johnson & Shaw, 2019; Xu & Liu, 2018). Language evaluation has gained traction in online learning as the development of increasingly sophisticated learning technologies. Additionally, when its execution has to be online, the effect of online assessment for EFL learning has become increasingly important research content. The topic of effect of assessment is still relevant in this rapidly changing, as many experts argue that the mechanism of language teaching and learning has a causal connection with the evaluation. Recently, the implementation of online learning along with assessment resources also find their momentum (Ali, 2015; Cai, 2012; Daniels et al., 2019; Doculan, 2016). And thus, the effect may occur differently between online assessment and non-online assessment.

Information and communication technology has well beneficial for education practice. Socrative, an information and communication technology built on the foundation of a student response system (SRS), has a plethora of advantages. It has established itself as an advantageous technology in the field of education. For example, Liu and Taylor (2013) found that using Socrative in introductory biology and molecular biology service courses increased students' engagement with the material and aided in-class learning. Additionally, Awedh, Mueen, Zafar, and Manzoor (2015) demonstrated that Socrative can help students improve their collaborative learning performance by examining the effect of using Socrative and Smartphones on the collaborative learning of students enrolled in a community college's computer architecture course.

For example, Spivey & McMillan (2014) claim that online assessment can offer various advantages that paper and pencil testing cannot. In the first place, an online examination provides for a variety of testing cycles. For multiple-choice and matching questions, it is feasible to create online tools to randomize the sequence of questions and to randomize the answers. The third option is to provide varied levels of input, such as a test score, a test score with right answers, or a test score with detailed solutions. When it comes to giving feedback, teachers have entire control over the timing of it (e.g. immediately, set to a particular date and time after all questions are completed). As a final point, it is conceivable for preferred online testing systems to add hints or suggestions as to where the text or course notes will be used to answer questions posed in the tests. Spivey & McMillan (2014) also assert that neither study efforts nor course performance was influenced by the testing procedure. However, the authors found a strong positive relationship between students' effort and their performance in the course. In the same fashion, a study by Mohamadi (2018) implies that using engaging technology and techniques along with appropriate assessment strategies is a powerful way of making learning efficient. More specific, Johnson & Shaw (2019) assert that there is an implicit relationship between the development and implementation phases of a computer based test (CBT) initiative with washback framework playing a central role in bringing these elements together.

It is possible to employ a variety of tools in the classroom. Clickers were popular a short time ago, but have since fallen out of favor due to the rapid advancements in educational software, cellphones, and other mobile devices. Students are increasingly using Socrative as a student response mechanism. Socrative is a student-response system that allows teachers to keep their students engaged. Instructors who struggle to keep their students interested in what they're teaching might greatly benefit from this tool. It aids teachers in enticing their pupils to engage with the topic. It allows students to immediately observe the impact of the lessons they've been taught. Learning and receiving feedback are made easier with this tool, which can be utilized anywhere, at any time (Socrative home page).

Although IAIN Kediri has provided good internet connection for the user, the use of Socrative is still very limited in one or two instructors in this university. From those explanations, Socrative offers a lot good news for teachers to have more active, interactive and live class. Thus, this study tries to investigate whether Socrative can also supply good impacts for EFL learners in IAIN Kediri.

Several studies have been conducted in studying the use of Socrative in the classroom, whether it was tested as teaching or assessment technique or

it was asked to the perception of the teachers. First study from Dervan (2014) noted that the students have positive attitude toward the use of Socrative in the classroom. Specifically, 65% of students strongly agreed (and 35% agreed) that the use of Socrative increased interaction during lectures. Shaban (2017) conducted a study on the use of Socrative for ESL students in United State. Her qualitative study revealed some reasons why Socrative can emerge student's activeness, among others; SRS (e.g., Socrative) might be used to get students more involved in their learning. It is critical that every student in the class be able to express their thoughts on the material being covered. Shy and less engaged pupils (such as certain Asian students) would benefit from the adoption of Socrative in the classroom. Two of the most crucial 21st century abilities emphasized by the Common Core State Standards are critical thinking and teamwork. These two abilities might be enhanced by the proper application of SRS in the classroom. In the last several years, Socrative has gotten easier and more convenient to use. With Socrative, teachers may assess their students' knowledge of a subject topic and deliver immediate feedback to their students. In order to protect their students' identities, language instructors might employ SRS (for example, Socrative). It would inspire even more apprehensive kids to react without the risk of being humiliated if their responses were incorrect. It is possible to utilize Socrative as an assessment tool both in and out of the classroom. With the right use of SRS, a new generation of tech-savvy students may be met and the boredom of traditional classrooms shattered (Johnson, 2005).

A number similar studies (Cerqueiro and Harrison, 2019; Tirlea, Muir, Huynh and Elphinstone, 2018; Kayan and Balta, 2016) represent the use of Socrative increase the engagement of students during class and promote collaborative skill among students. This study is inspired by the recommendation of Dervan's study. He focused on the students' perception about Socrative in English language teaching and suggested the next study on measuring students, meanwhile this study also analyses the students score after being taught by using Socrative.

The different between previous studies and present study are in the form of approach of the methods and certainly the subject being analyzed. This study employs mixed method as recommended by some earlier researches. The previous studies are mostly conducted in the developed country where the use of such up to date devices has been common among community. Differ from Indonesia, where people, though they have cellphone everywhere, they use it only as a medium of pleasure such as social media or browsing unimportant information.

The aim of this study is to find out the attitudes of English language learners of IAIN Kediri towards using Socrative in their academic

performance. 1). What are the attitudes of English language learners' towards Socrative?, 2). Do the students have better score in the course after being taught by using Socrative? The findings of this study are expected to give meaningful contribution for teachers, school stake holders, and further researcher. For teachers, the result of this study can be reflective practice for them in conducting classroom action research to increase their professional rank. They can be more aware on their perception, practice, problem and solution in conducting classroom action research. Then they can increase their professional rank through classroom action research. For the school stake holders, they can use the findings of this study as consideration in making decision especially in developing teachers' professionalism. They can make more appropriate program that is more beneficial for teachers. Then for further researchers, the findings and limitation of this study can be resources for them in conducting further research in similar or different area with the present study.

LITERATURE REVIEW

Technology-based learning

As a characteristic of Industrial Revolution 4.0, which is synonymous with the internet of things, the internet of people, icloud, big data, connectivity, and digitalization, it is critical for teachers to integrate cutting-edge information technology developments into their learning and teaching activities. They, for example, must integrate offline and online learning modes (blended/hybrid learning). They can increase students' learning by utilizing a variety of online learning programs, such as Nearpod, Google Classroom, ruangguru, Quizezz, Quipper, and Zenius, among others. Additionally, they can intend to use social media sites such as Youtube, Instagram, and Line as a type of learning material. Additionally, instructors must optimize the use of sophisticated gadgets such as cellphones in the classroom for educational purposes. In short, the integration of learning with the internet and/or a network will have a significant impact on the efficacy and speed with which learning outcomes are achieved in this digital era. (Afrianto, 2018).

Blended Learning

In the education system, there has been a shift from traditional systems to all-digital ones. Until recently, the teaching and learning process was restricted to the classroom; however, this is no longer the case. Blended Learning and e-Learning are two of the most common forms of digital

education today (Graham, C. R et al, 2014). Indonesian students have shown a preference for e-learning and blended learning methods.

Teaching and learning may be made more efficient and effective via the use of electronic media and the internet as an intermediary. A method of teaching and learning known as "Blended Learning" blends and integrates traditional educational methods with cutting-edge digital technologies (Harmer, 2009).

There is a connection between E-Learning and Blended Learning in that they both make use of computers and the internet as middlemen. E-learning and blended learning, on the other hand, are two distinct approaches to education. When teaching and learning via E-Learning, there is no reciprocal interaction. Blended Learning is a teaching and learning strategy that incorporates direct engagement in the form of direct conversation. Blended learning occurs when instructors use cutting-edge tools like Socrative while still engaging students in one-on-one conversations.

Socrative for education

Online SRSs are becoming increasingly popular (Jordan & Mitchell, 2009). Socrative, a web-based SRS platform that is interactive and real-time (<https://socrative.com>), is one such platform. Students and instructors alike can benefit from Socrative's ability to construct quizzes and other educational exercises that can assist steer a lesson's focus as well as spark conversation. By providing instructors with quick feedback, the program allows them to keep tabs on their students' reactions and progress in real time, allowing them to modify the pace or focus of a session and discover areas that students are having difficulty with. You may use Socrative on a wide range of devices including PCs, laptops, tablets and smartphones since it is simple to use and can be viewed on any device. Teachers must first register for free on the Socrative website in order to utilize Socrative. Teachers use their e-mail address and password to check in to their account. The 'virtual classroom' is then made available to teachers who have been granted a special identification number. Then, for forthcoming lessons, teachers may prepare questions and construct tests.

Free accounts come with one classroom, which may be modified or simplified before being given to students. Socrative has a broad variety of task-creation options: It is possible to use a variety of instructional strategies, including teacher-paced or student-paced activities, predetermined or random question sequence, true/false, multiple choice, and short answer questions, in addition to adding an image for each question. Activities and

quizzes can include as many questions as desired. We can also use it to store and distribute tests with other teachers, which comes in handy when doing many sessions in different locations at the same time.

Teachers utilize a variety of technology, including Student Response Systems (SRSs), to increase student engagement through active learning (Fies & Marshall, 2006). SRSs are electronic gadgets (e.g., Clickers) that let educators to pose questions to large groups of students during a lecture or tutorial. It was discovered that including such technologies into classroom instruction might assist pupils focus and become more engaged with the learning material. Additionally, research indicates that college students are responsive to approaches that include technology resources (Trees & Jackson, 2007).

METHODS

This research employs quantitative method; it is an approach to inquiry involving collecting quantitative data (Creswell, 2013:4). The study covered two designs; survey research and time series or one-shot case study as one of kinds of experimental design. A quantitative design employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that produce statistical data (Cresswell, 2013: 18). Survey is a research strategy in collecting information from large groups, where standardization is crucial. It consists of two components, questions and responses. Therefore, the present study uses survey method to investigate students' response and attitude on the use of Socrative in the classroom.

Meanwhile, a time series design is used to assess the effect of therapy many times during the procedure (Creswell, 2013: 326). Students' scores after treatment are also taken into account to determine whether the use of Socrative has a genuine effect on their learning. The second set of data is derived by computing the results of tests as a proxy for experimental study. As one of the pre-experimental designs, the experimental investigation employed a one-shot case study. It is examined at a single moment in time following some type of therapy that is assumed to have effected change. No control or comparison group is used in pre-experimental designs (Nunan, 1992). The carefully observed single incident is contrasted to general predictions of how the situation would have unfolded in the absence of the treatment and to other unobserved instances. There is no control or comparison group used. It is an illustration of a longitudinal design in which researchers gather language samples on a regular basis throughout a specified time period (Kirk, 2009; Mellow, Reeder, & Forster, 1996). By

collecting data at multiple points in time, time series designs can provide insight into the time course of language development, including changes that are immediate, gradual, delayed, incubated, or residual (Mellow et al., 1996; Mellow, 2012), as well as the persistence of any treatment effects. Multiple observations are made both before and after the therapy in a time-series design. The number of observations made before and after treatment might vary, and there is no requirement to have the same number of observations made before and after treatment (Kirk, 2009).

Population and Sample

The target population of the present research is all fifth semester English department students in IAIN Kediri. They were in the TEFL course, 3 (three) classes were taught by the researcher and 2 (two) classes were taught by another lecturer. All of the classes will use Socrative as real-time response and tool of evaluating the comprehension. The researcher has utilized Socrative a semester earlier for only one class. Then, this is one of reason to count the effect of Socrative to larger number of students. The questionnaire was filled up by 117 students. The form was shared through Google form, the internet connection is one of reason that all of students cannot fill up the form.

Research Instrument

To conduct this research, a survey and a test are the tools of choice. The questionnaire is an open-ended form of a survey. The survey questions were adapted Dervan's (2014) study, which he performed at the Institute of Technology in Blancharstown, Dublin, Ireland. Dervan used a focus group of students to test the validity of the survey questions. Kaya and Balta (2016) did a reliability check using data from the sample of his study. Stability and consistency are two ways to describe reliability. Reliability was measured as .77 in his study, which indicates how consistent each item is.

Socrative's use by English language learners is the subject of the survey. There were eight questions in all, the first two of which inquired about respondents' racial and gender identities. To learn more about Socrative, answer the following four questions. In the first and fourth questions, the answer is "yes" or "no." If the last item is answered affirmatively, participants are prompted to elaborate on the perceived drawbacks. As part of the second question, there were six sub-items on a balanced Likert scale of four points. The response language is strongly agree / agree / disagree / strongly disagreed. In the third question, a balanced Likert scale of five points is used. You should use a lot more, use a lot more, use less, use a lot less, and OK now. Socrative is used for the last two problems, which

encourage students to collaborate in groups to answer them. Earlier, it was said that the survey questions were taken from another project (Dervan, 2014). However, it has been altered to fit the contemporary context.

Data Collection

The survey was conducted to learn about students' experience with Socrative after using Socrative for four months. In collecting data, there are some steps. The first step is problem identification. In the problem identification, the researcher observes that the students never get a blended learning in a classroom, once they get, they have good comment on it. The next step is administering the treatment in the classroom for one semester. Distributing the questionnaire to the respondents is the following step. The survey will be conducted in classes through Socrative, and printouts are also used for those who do not have a smartphone to answer.

After the data are collected, the next step is analyzing the data. In analyzing the data, descriptive statistics analysis is used in this study. The data collected from the respondents are tabulated and grouped based on the characteristics of the data gathered. Then the data are displayed in the form of table and categorized based on the questions to be easier in reading and understanding the data. The last step is drawing conclusion based on the data display and discussion.

RESULT AND DISCUSSION

Result

The findings of the study are written based on the research questions of the study.

a. What are the attitudes of English language learners toward Socrative?

In the first, second, third and fourth questions of the survey, the attitudes of students were measured. The results are described separately for each survey issue.

First question: Do you think the use of an in-class student response system such as Socrative was helpful to your learning?

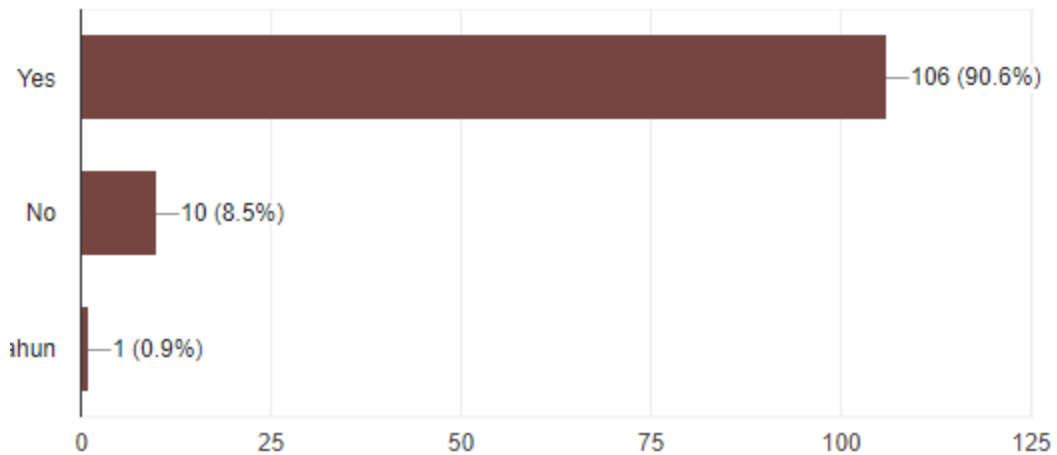


Figure 1: Students' perception toward Socratic

The answers of 117 respondents were complete and their information was used to disclose the thoughts of students about the first question. Just 8,5% of the 117 students answered NO, while 90,6% replied YES to the first question. It can be stated, according to these results, that students have more optimistic thoughts about using Socratic in the classroom, and it is useful for their learning.

Second question: Please provide your answer to the EACH statement below (the statements are given on the graph shown in Figure 1) by thinking about HOW Socratic supported your learning.

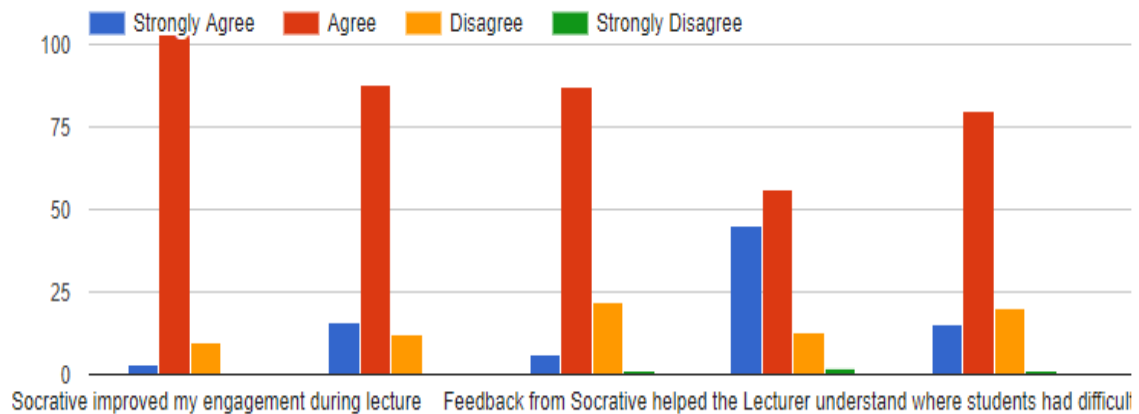


Figure 2: How Socratic help students in learning

User responses to each sub-item of Question 2 are shown in Figure 2. A Likert scale was used to score each of the second question's sub-items. Each column's height displays the sum of the participants' ratings for that particular object. Counts of respondents who chose subitem alternatives for the second problem are shown in Figure 2. According to Figure 2, 57 students strongly agreed and

58 students agreed with the sixth item (Socratic is extremely easy to use) in the second question. In addition, more pupils (74 students) agreed than disagreed with the fifth item (Using Socratic assisted my understanding of course material). More than 3.4 percent of respondents decided to strongly disagree with all sub-items. Socratic questioning has been shown to boost students' involvement during lectures, with a total score of 103, which students agree with the most. Third sub-item (Socratic enhances lecture participation) has the biggest number of students disagreeing, which lowers its overall score. It's also a popular choice for students because they may obtain immediate response from their professors. A high strongly agree rating is given to item four, which states: "Feedback from Socratic helped the Lecturer determine where students were having trouble" (48 students). Overall, this fact shows that Socratic views are positive.

Third question: Based on your experience of using Socratic this semester and thinking about next semester, please indicate your view as follows: I would like to see...

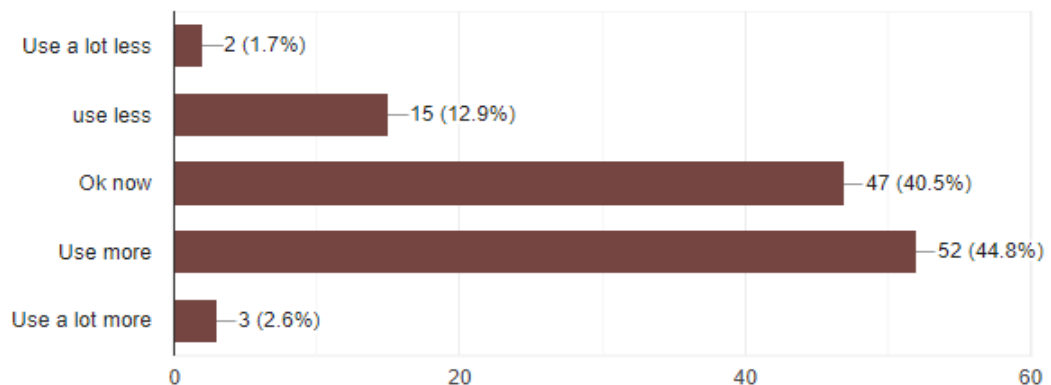


Figure 3. The use of Socratic in the future

The third question was on a five-point balanced Likert scale, responded by 117 students. According to Figure 3, the options *use a lot less* was selected the least, while participants mainly preferred to use more and ok now. 52 students or 44,8% wanted to use Socratic more and 47 students (40,5%) like to use Socratic now. This question also gains positive respond from the students.

The fourth question: Do you think the use of a feedback method like Socratic has disadvantages?

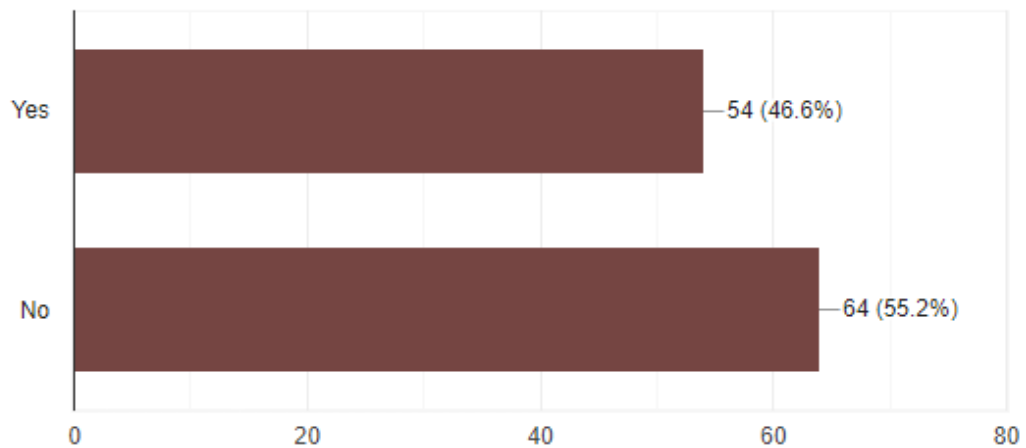


Figure 4: Socratic disadvantages

There were no respondents did not give a response to this issue. 64 (55,2%) respondents picked NO, while 54 (46,6%) respondents picked YES for the same question. If their answer was YES, participants were asked to elaborate on their responses. 20 out of 54 demonstrated the Socratic drawbacks. Owing to ambivalence, three were excluded. The other drawbacks were technological difficulties, such as mobile memory ability, the challenges inherent in mobile use, and the fact that not everyone has good internet connection, etc. It is surprising since the positive attitudes mentioned in the three previous questions. The fourth question revealed that the use of Socratic does not give many advantages to the students regarding some drawbacks occur.

b. Students' score in the course after being taught by using Socratic

The second finding related to the students' score after using Socratic for several times (5 times) in one semester. The finding shows that students score tend to increase gradually from first time using Socratic to the last use of Socratic.

Table 1.
 Students' courses score after using Socrative as students respond system

No	Score 1#	Score 1#	Score 2#	Score 2#	Score 2#	Score 3#	Score 3#
1	37,5	62,5	87,5	87,5	87,5	81,82	81,82
2	0	12,5	37,5	25	62,5	90,91	100
3	0	12,5	87,5	62,5	75	72,73	90,91
4	75	50	25	75	87,5	54,55	100
5	0	0	75	0	12,5	90,91	90,91
6	12,5	12,5	62,5	25	0	72,73	72,73
7	75	25	87,5	62,5	75	90,91	81,82
8	37,5	25	50	0	75	90,91	90,91
9	75	0	37,5	62,5	37,5	100	72,73
10	0	50	12,5	0	0	81,82	81,82
11	12,5	62,5	25	25	75	81,82	100
12	25	50	25	62,5	0	54,55	81,82
13	0	25	75	0	75	45,45	81,82
14	37,5	12,5	0	0	25	72,73	9,09
15	75	25	37,5	87,5	75	72,73	90,91
16	12,5	62,5	25	62,5	75	90,91	81,82
17	87,5	0	0	0	12,5	81,82	81,82
18	100	50	75	75	75	72,73	90,91
19	37,5	37,5	87,5	12,5	75	81,82	90,91
20	0	37,5	100	62,5	25	72,73	90,91
21	0	50	50	62,5	12,5	63,64	100
22	0	62,5	62,5	50	37,5	81,82	100
23	25	12,5	0	75	62,5	100	81,82

The table reveals that the students' scores increase gradually. The first test conducted in two classes had a similar score with an average of 32,98% and 30,11%. Most of the students were relatively new to Socrative. It made them a bit nervous doing the test. The students show less anxiety at the second test since they were familiar enough with Socrative, and they learn from the mistakes from the previous session. The percentage between three classes shows a similar result, 47,3%, 42,9%, and 44,9%. The average score is not significantly different. The next test, given in multiple-choice, make the students more confident. It indicated by the average score of the students,

71,9 % and 80,7%. Socrative is easily used in the class or outside class since everyone committed to doing the task well. The zero scores showing in the table point out that the internet connection is the shortcomings of using Socrative.

Discussion

This study aims at investigating students' attitude toward the use of Socrative in English language teaching classroom and how Socrative effect to their understanding. The findings show that students present a positive attitude on Socrative. It is revealed from the result of each question, most of the students (more than 90%) said that Socrative is useful for their learning, accessible, Socrative improves their engagement in activities, students gain feedback from the lecturer, and Socrative makes the lectures more interactive. Moreover, almost fifty percent of students out of 117 students mention that they are eager to use Socrative more in the future. On the other finding, related to the second research question, students' scores were calculated after using Socrative for several times. The score indicates a gradual improvement from one test to another test. Although the score does not significantly improve, Socrative can be used gradually to make students' achievement improve little by little.

The finding is in line with Kaya and Balta (Kaya & Balta, 2016; Shaban, 2017, Dervan 2014), According to the findings of the research, Socrative is an effective tool for increasing student involvement in the classroom. There are several benefits to implementing the Student Response System (SRS) in the classroom, according to Johnson (2005). Students who are actively engaged in their studies are more likely to succeed academically. Involvement among students might be improved with the help of Socrative. In order for students to have a voice in the classroom, they need to be able to express their thoughts on the course material. Shy and less engaged pupils (such as certain Asian students) would benefit from the adoption of Socrative in the classroom. The Common Core State Standards highlight critical thinking and teamwork as two of the most crucial 21st century abilities. These two abilities might be enhanced by the proper application of SRS in the classroom. As a result, Socrative has become easier and faster to use. It's a great opportunity for language teachers. For ESL students, Socrative is a powerful tool that may give immediate feedback and assist teachers in assessing their students' comprehension of material. Language teachers can make their students' replies anonymous by using Socrative. It would inspire even more apprehensive kids to react without the risk of being humiliated if their responses were incorrect. 7. Socrative may be utilized both within and outside of the classroom as an assessment tool. Using SRS correctly and

efficiently may make traditional educational settings more interesting and engaging for today's tech-savvy students.

CONCLUSION

Our fundamental objective in this study was to expose the attitudes of students towards the use of the Socrative and their score improvement after being taught by using socrative. For a teacher, it is very important to adopt developing technology and taking advantage of suitable software to incorporate into their classrooms. Only then can they be the kind of mentor who reacts to the time limits creatively and ensures a better education for students. Our research shows that Socrative is a suitable tool that in their English teaching courses, teachers can comfortably use them to obtain better instruction. Socrative, a student response method, promotes collaborative teaching in English language classes and can be imitated and implemented in other institutions, as evidenced by the fruitful use of Socrative at our University and the optimistic attitudes of students. The positive attitudes of students indicate that for the participants of this study, the argument that Socrative produces an active learning atmosphere in the classroom and helps to strengthen the learning process is at least right. In addition, the statistically insignificant findings between students' score also show that Socrative can safely be used in schools. However, this study was taken exactly before the outbreak of Covid-19. The next researcher is suggested to do study concerning the use of Socrative in remote class with larger sample than this current study.

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