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Submission date: 16-Jan-2024 10:20AM (UTC+0700)
Submission ID: 2271625098
File name: 2.pdf (749.42K)
Word count: 4589
Character count: 23922

J-SHMIC : Journal of English for Academic
Vol 7, No 2, August 2020
E-ISSN = 2641-1446, P-ISSN = 2356-2404

Students' Perceptions on Using Students Response System (Socrative) In Learning Grammar: A Case Study at the Second Year Students of English Study Program

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Abstract

The main objective of this study is to identify students' perceptions of the implementation of socrative learning grammar. The second-year students of the English Department of FKIP UIR in the academic year 2018/2019 were the objects of this research. Questionnaires and interviews are as tools to collect data for this study. The questionnaire was adapted from the TAM theory (David, Bagozzi & Warshaw, 1989) which included 20 closed questions related to the perceived usefulness and perceived ease of use of using socrative in learning grammar. The data in this study were analyzed using quantitative and qualitative analysis. While data from the interview were transcribed. The results of this study indicated that students have positive perceptions about the use of socrative. The results of this study also proved that students have a positive view of the use of socrative in learning grammar. This means that they accept the use of socrative in the learning process

Keywords: *Socrative, Grammar, Students' Perception*

Abstrak

Tujuan utama dari penelitian ini adalah untuk mengidentifikasi persepsi mahasiswa dalam penggunaan Socrative dalam mempelajari tata bahasa dalam bahasa Inggris. Partisipan dalam penelitian ini adalah mahasiswa tahun ke-dua Program Studi Pendidikan Bahasa Inggris tahun ajaran 2018/2019. Data dalam penelitian ini dikumpulkan dengan menggunakan angket dan wawancara. Angket yang digunakan diadapsi dari teori TAM (david, Bagozzi & Warshaw, 1989) dengan 20 pertanyaan yang berhubungan dengan perceived usefulness dan perceive ease of use. Untuk memastikan vaiditas dan realibiltas dari angket yang digunakan, pilot study telah dilakukan. Data dalam penelitian ini dianalisa dengan menggunakan analisa quantitative dan qualitative. Hasil dari penelitian ini menunujukkan bahwa persepsi mahasiswa terhadap pengaplikasian Socrtative dalam belajar tata bahasa sangat posistive. Dari hasil penelitian ini membuktikan bahwa mereka merenima dengan baik pengaplikasian Socrative dalam proses pembelajarannya.

Kata Kunci: *Socrative, Grammar, Persepsi Siswa*

1. INTRODUCTION

Grammar is a very important element in learning languages especially English, either as a foreign language or as a second language. Without knowing the correct grammar, students will have some problems when they learn the language (Widodo, 2006). When we learn a new language such as English, we cannot ignore its grammar (Debata, 2013). Basic abilities possessed by students can help them achieve their language skills (Ira Irzawati, 2013). In this line, Effendi et al (2017) note that Grammar is very important in learning languages and has a close relationship with other language skills. Effendi et al (2017) also explained that for some students, grammar was believed to be a difficult subject. As a result, they do not like grammar; therefore their grade is low on this subject. Ira Irzawati (2013) also supports that learning grammar is sometimes difficult for students. They have difficulty in understanding grammar. This problem will affect students' motivation and understanding of the language.

In connection with the above phenomena, Xin (2010) suggests that in teaching grammar the material provided must be easy to understand and interesting. Also, Larsen-Freeman (2003) state that in teaching grammar the teacher must also teach grammar by developing it in various meanings. In line with this, Ismail (2010) added that grammar would be more effectively learned if it was presented in the context of communication. Widodo (2006) claims that to teach grammar related to communication, teachers must give a lot of practice using sentence patterns related to communication. Ismail (2010) concludes that to achieve this goal, curriculum revision is needed.

Apart from that, in this technological era, educational technology tools have been widely used in language teaching and learning. In the case of teaching Grammar, one of the technological tools that can be used is Socrative. This Web 2.0 tool is designed for the formative assessment of responses. This tool can be used together with cellular technology such as smartphones, laptops, or tablets. The teacher can create a variety of questions such as multiple-choice, true-false, or other types of questions on it and students can choose the correct answer according to their thoughts. Furthermore, students' answers are sent wirelessly and can be directly viewed on the screen. The important thing about this tool is that it's cheaper and doesn't require administrator funds.

Current technological developments, especially in education, have led to new approaches in teaching and learning (Dakka, 2015). The use of technology has had a positive effect on student learning. Technology has also transformed traditional learning in the classroom into modern learning (Drexler, 2013), and in students' independent learning (Terrel, 2011). One of the educational technology tools that can be used by teachers in the classroom is the Student Response System (SRS). This system can be used to get feedback from students' answers to questions and quizzes during learning (Dervan, 2014). By using the students' response system as a system that can get immediate feedback for academics and students can quickly see the results of what the students have done (O'Keeffe, 2012). The Student Response System is also known by other names, namely the class response system (CRS), learner response system (LRS), audience response system (ARS), class feedback system (CFS) (Mork, 2014).

The Student Response System (SRS) convert classes into active learning places. The more educational institutions use the student response system, the more important it is to understand this system (Awedh et al., 2015). One of the widely used student response systems is socrative. This tool is very helpful for teachers to monitor students' learning outcomes quickly and in real-time. Also, this tool does not need to be purchased to save our finances (Awedh et al., 2015). Any software or any extra electronic device is not needed. The most important thing is the availability of the Internet and Smartphones with connection to the Internet (Mendez & Slisko, 2013)

Socrative

Socrative can help teachers to monitor the students' learning outcomes quickly. Also, socrative can be used anywhere and anytime. Dervan (2014) notes that socrataive can be accessed by students using WiFi or cellular data that can be connected using a PC, cellphone, or tablet devices. Teachers who want to use this system must register at www.socrative.com and after that, they will be given a virtual classroom (Dervan, 2014). For further process, teachers log in using their e-mail address and password. By doing this, it is easy for them to give students questions or quizzes which have been prepared before (Dervan, 2014).

Researchers believe this tool has helped teachers in the classroom. Socrative helped students to process the questions given by the teacher and at the same time increased their participation in the learning process (Awedh et al, 2014). This tool is very useful for increasing the efficiency of cooperative learning (Mendez & Slisko, 2013). Awedh et al., (2015) noted that learning by using Socrative encouraged students to learn independently and collaboratively and increased their involvement in all learning activities. In addition, Kaya and Balta (2016) state that students can see what they have done on the screen after they answer the questions given. In order to correct students' mistakes, teachers can also clarify the topics that have been taught.

Technology Acceptance Model (TAM)

The technology acceptance model (TAM) is a model of acceptance of information technology systems that will be used by users. TAM was developed by Davis et al. based on the TRA model. TAM adds two main constructs to the TRA model. These two main constructs are the perceived usefulness and perceived ease of use (Davis et al, 1989). Both of perceived usefulness and perceived ease of use have an influence on attitude to use. The perceived ease of use affects the perceived usefulness. Hubona and Geitz (1997) state that TAM is a tool to measure beliefs and attitudes that can predict future behavior. Legris et al (2002) claim that TAM is used to measure the impact of external variables on beliefs, attitude, and internal intentions. They also noted that the perceived ease of use and perceived usefulness were very important factors in the use of the system. According to Davis (1989) and Davis et al. (1989), TAM theory is the most trusted model compared to other models, which try to justify the relationship between user satisfaction and attitudes and behavioral goals. Ajzen and Fishbein (1980) state that TAM is developed from TRA which can estimate user acceptance of the impact of two problems: Perception of perceived usefulness and ease of use. TAM analyzes the user's opinion about the perceived usefulness and perceived ease of use and

determines their attitude in the use of the technology. Davis (1986) claims that perceived usefulness and perceived ease of use are opinions that can influence the intended use of technology, although perceived ease of use also has a direct impact on perceived usefulness.

Perceive Usefulness

The perceived usefulness is defined as the extent to which a person believes that using technology will improve the performance of his work (Davis, 1989). So if someone believes that the information system is useful then he will use it. Previous studies have shown that perceived usefulness is positively and significantly influence the use of information systems (eg Davis, 1989; Sun, 2003). Previous studies have also shown that the construct of usefulness is the most significant and most influential attitude, intention, and behavior in using technology compared to other constructs. In addition, Perceived Usefulness is also defined as the extent of one's opinion that the benefits of service will achieve certain goals (Dickinger et al., 2006). Furthermore, Daneshgar et al., (2007) note that Perceived Usefulness is a very dominant variable that can define the construct of attitude.

Perceived ease of use

Perceived ease of use is defined as the extent to which a person believes that using technology will be free of effort (Davis, 1989). It can be concluded that if someone feels that the information system is easy to use, he will use it. Previous studies have shown that the construct of ease of use affects the use of perception, attitudes, intentions, and actual use. Rogers (1995) states that user acceptance of technology is very dependent on the extent to which each technology is understood and simple enough to use. Technology, which is simple, attracts more users than complicated technology. Perception of Easy Use is also defined by Dholakia and Dholakia (2004) as the extent to which a person's response regarding the application of a system is given with minimum effort. Meanwhile, Teo (2001) states that perceived ease of use is related to an operator's assumptions about how far he thinks a system is easy to use. Rao Hill and Troshani (2007) believe that the results of the research related to perceived ease of use have been well documented in the literature. Davis (1989) states that the perceived benefits have a direct impact on the physical rather than the attitudes, while the Ease of Use is more on the behavior and attitudes.

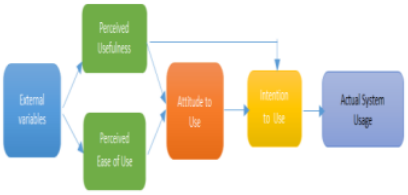

Figure 1: Davis's Technology Acceptance Model (TAM)

2. METHOD

Mix method design was used in this study. Furthermore, to collect data, the researcher used Sequential Explanatory Design where quantitative data were collected first and then followed by qualitative data (Creswell and Clark, 2007). Thus, it is expected that with the support of qualitative data in this case in the form of interviews can dig deeper information on the problem being investigated.

The second-year students majoring in English, the Faculty of Teacher Training and Education Islamic University of Riau as the object of this research. A total of 26 students were selected as sample for this study. The data were taken using questionnaires and interviews with students. By using these two instruments, it would be very helpful for researcher to detect students' perceptions about the use of socrative during the learning process.

The TAM questionnaire by Davis (1989) which consists of two main variables, perceived usefulness and perceived ease of use was used. This questionnaire is related to students' perceptions of the use of socrative in learning grammar. There are 20 questions in the questionnaire which are divided into two parts; the first part consists of 10 questions about perceived usefulness. The second part consists of 10 questions about the perceived ease of use. All the questions are answered using a five-point Likert scale (strongly agree, agree, neutral, disagree, and strongly disagree).

For the interview, 5 students were selected as respondents for the study. The interview consisted of questions related to TAM (1989) theory, more specifically in terms of perceived usefulness and perceived ease of use. The questions of the questionnaire consist of 6 questions related to students' perceptions about the use of socrative in learning grammar.

The data of this study were analyzed by quantitative and qualitative analysis where the data were processed based on information from questionnaires and interviews. In order to analyze respondents' perceptions about the use of socrative, a simple analysis of the number and percentage was used. Mean was used to analyze each item from the overall perception of respondents. In addition, to clarify data from the questionnaire, data recorded from interviews were transcribed, read, and categorized. After that, the data were interpreted according to the research questions

3. FINDING AND DISCUSSION

Finding

The data of the research have been categorized into two main themes; students' perceived usefulness of socrative and students' perceived ease of the use of socrative.

Table 1: Students' Perceived Usefulness of Socrative.

No	Items	SDA	DA	N	A	SA
1	Using Socrative improves students' mastery of English	-	-	3 (11.33 %)	18 (69.23%)	5 (19.29 %)
2	Using Socrative gives students greater control over the language learning	-	-	17 (65.38 %)	7 (26.92%)	-
3	Socrative enables students to accomplish grammar tasks more quickly	-	-	8 (30.76 %)	15 (57.64%)	-
4	Socrative supports critical aspects of students' study	-	-	12 (46.15 %)	14 (53.84)	-
5	Using Socrative increases students becomes active in the	-	2 (7.64%)	9 (34.61 %)	9 (34.61%	3 (11.53 %)

	learning process					
6	Using Socrative improves students' learning performance	-	2 (7.64%)	11 (42.30%)	8 (30.76%)	5 (19.23%)
7	Using Socrative allows students to accomplish more tasks than would otherwise be possible	-	1 (3.84%)	8 (30.76%)	14 (53.84%)	2 (7.64%)
8	Using Socrative enhances students' effectiveness on the learning	-	4 (15.38%)	6 (23.07%)	15 (57.64%)	-
9	Using Socrative makes it easier to do grammar tasks	-	1 (3.84%)	5 (19.23%)	10 (38.46%)	8 (30.76%)
10	Overall, I find Socrative useful in learning grammar	-	1 (3.84%)	7 (26.92%)	11 (42.30%)	8 (30.76%)

In terms of students' perceived usefulness of socrative, 88.46 % of students agree that socrative is a useful tool in learning grammar. The finding also shows that 57.64 % of students agree that socrative enables them to accomplish grammar tasks more quickly. 53.84 % of students agree that socrative supports critical aspect of their study. 34.61% of the students agree and 11.53 % of them strongly agree that using socrative can lead them to become active students in the learning process. Moreover, 50 % of them also agree and strongly agree that socrative can improve their performance in learning. In terms of doing the tasks, 53.84 % of students agree and 7.64 % of them strongly agree that using socrative allows them to accomplish the task more than before. 57.64 % of them agree that socrative enhances their effectiveness in learning. 38.46 % of them agree and 30.76 % of them strongly agree that socrative makes it easier to do the grammar tasks. And overall, 42.30 % of them and 30.76 % of them strongly agree that socrative is useful in learning grammar.

Table 2 : Students' Perceived Ease of Use of Socrative.

No	Items	SDA	DA	N	A	SA
1	I find it cumbersome to use Socrative	-	11 (42.30%)	6 (23.07%)	8 (30.76%)	-
2	Learning to operate Socrative is easy for me	-	2 (7.64%)	8 (30.76%)	15 (57.64%)	1 (3.84%)
3	Interacting with Socrative is often frustrating	-	12 (46.15%)	10 (38.46%)	1 (3.84%)	2 (7.64%)
4	I find that Socrative is easy to do what I want	-	1 (3.84%)	8 (30.76%)	14 (53.84%)	-
5	Socrative is rigid and inflexible to interact with	-	6 (23.07%)	7 (26.92%)	12 (46.15%)	-
6	Socrative is easy for me to remember how to do tasks	-	-	5 (19.23%)	18 (69.23%)	-
7	Interacting with Socrative requires a lot of mental effort	-	5 (19.23%)	14 (53.84%)	8 (30.76%)	-
8	My interaction with Socrative is easy.	-	1 (3.84%)	6 (23.07%)	8 (30.76%)	5 (19.23%)
9	I find it takes a lot of effort to become skillful at using Socrative	-	-	8 (30.76%)	10 (38.46%)	8 (30.76%)

10	Overall, I find Socrative is easy to use	-	-	5 (19.23 %)	14 (53.84%)	4 (15.38 %)

In terms of students' perceived ease of use of socrative, 42.30 % of students disagree that socrative is difficult to be used in learning grammar. On the other hand, 30.76 % of them agree and 23.07 % is neutral. 57.64 % of students agree and 3.84 % of them strongly agree that socrative is ease to operate. In terms of interacting with socrative, 46.15 % of students disagree that interacting with socrative is often frustrating. While 3.84 % of them agree and 7.64 % of them strongly agree. 53.84 % of students found that socrative is easy to do what they want and only 3.84 % of them disagree. 23.07 % of students disagree that socrative is rigid and inflexible. However, 46.15 of them agree. 69.23 % of students agree that socrative is easy for them to remember to do the tasks. While 19.23 % of them is neutral. 19.23 % of students disagree that interacting with socrative requires a lot of mental effort but 30.76 % of them agree. 3. 84 % of students disagree that interacting with socrative is easy, on the other hand, 30.76 % of them agree and 19.23 % of them strongly agree. 38.46 % of students find that it takes a lot of effort to become skillful at using socrative and 30.76 % of them strongly agree. Overall, 53.84 % of students agree and 15.38 % of them strongly agree that socrative is easy to be used.

Discussion

Based on the data obtained in this study, it is seen that the students' perception of using socrative in learning grammar was generally positive. It is seen from the evidence obtained from the questionnaire and interview. In a part of students' perception (perceived usefulness) on the use of socrative, data from the questionnaire revealed that more than 50% of the respondents agree or strongly agree that socrative is useful for them. The most popular items for this part are items 1, 7, and 9, which indicated that the students agree on the importance of socrative and its effectiveness in learning grammar. The participants agree that socrative can improve their grammar, allow them to accomplish more tasks than before, and make it easier for grammar tasks. In addition, more than 50 % of respondents also claim that socrative can lead them to become active, moreover, they also agree that it can improve their learning performance (items 5 and 6). Overall, almost all of the respondents also agree that socrative is useful in learning grammar (item 10).

Apart from that, in part of students' perception (perceived ease of use), the most popular items are item 2 and item 6, in which more than 50 % of respondents claimed that learning to operate socrative is easy, and it makes them easy to do the tasks. More than 50 % of respondents also disagree with the statement that socrative is difficult to be used (item 1), and interacting with socrative is often frustrating (item 3). From these findings, it is clear that socrative is easy for the respondents and is very useful for them.

Data from the interview also reflected the same picture. Almost all the participants claimed that socrative was helpful to their learning especially in learning grammar. Respondent 1, for example claimed that .....*I can immediately know my grammar skill, so it supports me to do better*.....Another respondent also claimed that…. *I am also motivated to complete all grammar assignments given by the lecturer quickly*..... (Respondent 2). …*from my*

point of view, socrative is very interesting. It can improve my grammar and motivate me to learn more and more about English grammar... (Respondent 3). Some of the participants claimed that socrative can improve their engagement during lectures and make the lectures more interactive, as respondent 1 claimed that…*I am so interested in learning grammar using socrative. I can interact directly during learning activity, it is very excited*....They also claimed that feedback from socrative helped them solve their problems in learning grammar…. *I can see the result of my works immediately after using socrative, thus I can correct the mistakes that have been made*... (Respondent 5). The other participants claimed that socrative was useful because it introduced a bit of fun into lectures. Moreover, it is easy to be used and it is also interesting…..*I am enjoying learning using socrative. It's not boring. It's very fun and interesting*…….(Respondent 5). *We only use the code given by lecturer and follow the instructions on it. It's very simple*….(Respondent 2).

4. CONCLUSION

The findings of this study indicated that students have positive perceptions of the use of socrative. The findings also revealed that the students have positive point of view toward socratives' usefulness and ease of use in learning grammar. It means that they accept the implementation of socrative in their learning process.

This study also tried to answer several questions regarding socrative. The respondents of this study were 26 students of the second year of the English Department of FKIP UIR. In the questionnaire, the students were asked to participate in this study, and strong positive responses were gathered from them. Even though there were some negative responses concerning utilizing socrative, such as socrative is rigid and inflexible, but in general, the majority of the responses revealed that socarive was favorite for them in learning grammar.

This study is only specific for the second semester of English Study Program of UIR and is limited to small samples, it can not be generalized to other students or semesters in English Study Program in UIR. Future studies can be conducted with a further and depth approach such as the interview on both lecturers and students' perceptions and need to obtain more information about the implementation of socrative in the teaching and learning process in classroom

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