ISSN : 2579-8847

ICELA

1ST INTERNATIONAL CONFERENCE ON EDUCATION, LITERATURE, AND ARTS (ICELA)

"Intercultural Communication through Language, Literature, and Arts"

May 17-18, 2017

PROCEEDINGS

CONVENED BY

FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI JAKARTA

BUNG HATTA BUILDING, 2nd FLOOR

Certificate

ICELA 2017

is awarded to

Levita Dwinaya

as

Presenter

in

The 1st INTERNATIONAL CONFERENCE ON EDUCATION, LANGUAGES, AND ARTS (ICELA)

"Intercultural Communication through Languages, Literature, and Arts"

on 17-18 May 2017

at Bung Hatta Building, 2nd Floor, Universitas Negeri Jakarta

convened by

Faculty of Languages and Arts, Universitas Negeri Jakarta

Dean, Faculty of Languages and Arts

Prof. Dr. Aceng Rahmat, M.Pd.

Chairman

Dr. Nuruddin, M.A.

ICELA 2017

Proceedings:
The 1st International Conference on Education, Language, and Arts (ICELA)
"INTERCULTURAL COMMUNICATION THROUGH LANGUAGE, LITERATURE, AND ARTS"
Nomor ISSN : ISSN 2579-8847
Kodebar : 977 2579884 00
Tanggal Verifikasi : 10 Mei 2017
SK ISSN : 0005.25798847/JI.3.1/SK.ISSN/2017.05
Sumber: issn.lipi.go.id

PROCEEDINGS

The 1st International Conference on Education, Language, and Arts
(ICELA)
2017

"INTERCULTURAL COMMUNICATION THROUGH LANGUAGE, LITERATURE, AND ARTS"

Jakarta, 17-18 Mei 2017

Reviewer:

Prof. Dr. Khaeruddin Al-Junaid
(Faluty of Social Sciences and Arts, National University of Singapore)

Prof. Dr. Aceng Rahmat, MA
(Universitas Negeri Jakarta)

Dr. Nuruddin, MA
(Universitas Negeri Jakarta)

Dr. Shahidul Islam
(Univeristas Daka Bangladesh)

Editor:

Dr. Siti Gomo Attas, M.Hum.
Dr. Nur Saadah Fitri Asih, M.Pd.
Dra. Santiah, M.Pd.
Rahayu, Purbasari, M.Hum.
Ratna, M.Hum.
Ati Sumiati, M.Hum.
Asisda Wahyu A.P., M.Hum.

Layouter:

Dra. Rr. Kurniasih RH, MA.
Milki Aan, MA.
Rizky Wardhani, M.Pd., MTCSOL.
Moh. Kamal, MA.
Marlina, M.Pd.

FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI JAKARTA
Bung Hatta Building, 2nd Floor
Jl. Rawamangun Muka, Jakarta Timur, Daerah Khusus Ibukota Jakarta 13220

Proceedings:
The 1st International Conference on Education, Language, and Arts (ICELA)
"INTERCULTURAL COMMUNICATION THROUGH LANGUAGE, LITERATURE, AND ARTS"
Jakarta, 17-18 Mei 2017

© Fakultas Bahasa dan Seni
Universitas Negeri Jakarta

Diterbitkan oleh:
Fakultas Bahasa dan Seni
Universitas Negeri Jakarta
Building DE, Jl. Rawamangun Muka, 13220
Jakarta - Indonesia
Telepon (+621) 214895 E-Mail: icela@unj.ac.id.
Website: www.fbs.unj.ac.id
CP. +6285781336543 Pos-el. icela@unj.ac.id

Cetakan Pertama,
Sa'ban 1439H./Mei 2017

Pasal 72

Undang-Undang Nomor 19 Tahun 2002 tentang Hak Cipta

1. Barangsiapa dengan sengaja dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam Pasal 2 ayat (1) atau Pasal 49 ayat (1) dan ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp.5.000.000.000,00 (lima miliar rupiah).
2. Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu Ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1) dipidana, dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).

WELCOMING REMARKS
RECTOR'S UNIVERSITAS NEGERI JAKARTA
International Conference on Education, Languages, and Arts (ICELA)
Jakarta, 17-18 May 2017

Peace be upon Us
Ladies and Gentlemen,

I believe it is God's blessing that we come and attend this very important event; *International Conference on Education, Languages and Arts* 2017. This conference is meant to celebrate the 53rd Dies Natalis of Universitas Negeri Jakarta and the 8th Art, Education, and Culture Fair (ARTEC) of the Faculty of Languages and Arts. Indeed, it's my pleasure to welcome you and extend a further word of welcome to everyone here. Therefore, allow me to welcome you all with the highest appreciation and enthusiasm.

My highest appreciation goes to all the committee members led by Dr. Nuruddin, M.A., who have worked hard and brilliantly convening this conference. I believe that convening this conference is not something a fairy Godmother could do – waiving the magic wand and turning the poor little girl into a charming beautiful princess. Time, energy, and thought spent for this conference hopefully makes ICELA one of the momentum in enhancing the quality of education in Indonesia.

I'm proud to inform that this conference is attended by 346 participants, coming from 12 countries, such as; Brunai Darussalam, Bangladesh, Uni Emirat Arab, Algeria, Libya, Sudan, King Saudi Arabia, Australia, Vietnam, Malaysia, Singapure, Maroko.

I'm also proud to inform that there are 212 accepted papers which are classifed under 8 sub-themes:

1. Language Learning, Literary Learning, and Art Learning in the 21st Century Educational Institutions.
2. Multicultural Education in Language, Literature, and Arts
3. Language, Literature, and Arts in ICT
4. Glocalization in Education, Literature, Arts and Cultural Studies
5. Language and Culture in New Media
6. Critical Issues in Translation Studies
7. Discourse Analysis in Language, Literature, and Arts
8. Gender and Sexualities in Language, Literature, and Arts

Ladies and Gentlemen,

My special welcome and appreciation also be addressed to all invited speakers of the conference. They are prominent figures in the disciplines

languages, literatures, cultural studies, translation, and arts, coming from Singapore, Bangladesh, and Indonesia. To be specific, allow me to call them (Please kindly stand up to greet audience)

1. Prof. Dr. Abdurrahman Mas'ud, Head of Research, Development, and Training the Ministry of Religious Affairs
2. Prof. Dr. Khaeruddin Al Junaid, National University of Singapore
3. Prof. Shahidul Islam, Director of Arabic Department Dhaka University Bangladesh
4. Dr. Aquarini Priyatna, Head of Literature and Cultural Studies Department Universitas Padjajaran Bandung

My highest appreciation should also goes to all presenters of parallel sessions and participants of this conference.

Ladies and gentlemen,

This conference signifies the inconspicuous segregation of disciplines, especially in education, languages, literature, arts, and cultural studies. I hope that this conference will initiate multidisciplinary communication, not only among study programs but also among universities in Indonesia and overseas. Intercultural communication through languages, literature and arts that becomes the heart of ICELA's main theme reflects *integrated studies* – cultural collaboration in education that mutually enhance and dilute the so-called academic segregation in the multidimensional world of education. Thus, network built between participants and institutions should be embraced and lifted up to a higher level. Most importantly, the network is expected to be able to create the quality of retention knowledge to all participants and presenters as a result of mutual interplay from one discipline of knowledge to the others.

I sincerely hope that this conference produces best products in developing multi/transdisciplinary studies for the enhancement of our education. I officially open the 1st International Conference on Education, Languages, and Arts (ICELA) under the theme of "intercultural communication through languages, literature, and arts" and ARTEC Fair 2017.

Good luck and have a vibrant conference.Thank you.

Universitas Negeri Jakarta

Rector,

Prof. Dr. Djaali

ISSN 2579-8847

PROCEEDINGS

The 1st International Conference on Education, Language, and Arts

"INTERCULTURAL COMMUNICATION THROUGH LANGUAGE, LITERATURE, AND ARTS"

DAFTAR ISI

INVITED SPEAKERS

Prof. Dr. Abdurrahman Mas'ud
Head of Research, Development, and Training the Ministry of Religious Affairs

Prof. Dr. Khaeruddin Al Junaid
National University of Singapore

العولمة الغوية وأثرها في اللغة العربية

الأستاذ محمد شهيد الإسلام ..... 1 - 12

Director of Arabic Department Dhaka University Bangladesh

MOTHERING CELEBRITIES: MOTHER-DAUGHTER RELATIONSHIP IN THE AUTO/BIOGRAPHIES OF KRISDAYANTI

Dr. Aquarini Priyatna 13-22

Head of Literature and Cultural Studies Department Universitas Padjajaran Bandung

SUB THEME 1

LANGUAGE LEARNING, LITERARY LEARNING, AND ART LEARNING IN THE 21ST CENTURY EDUCATIONAL INSTITUTIONS

BRANDING PATRON "DUNIA TERBALIK": BEETWEEN COMMUNICATION AND CULTURE

Aat Ruchiat Nugraha and Rosnandar Romli 23-34

إستراتيجية تعلم النحو بالجامعة الإسلامية الحكومية بوروكرتو

أحمد سعيد محمد مهيب 35-40

ANALISIS KEBUTUHAN DALAM PEMBELAJARAN BAHASA ARAB DI IAIN RADEN FATAH PALEMBANG
Achmad Syarifudin **41-52**

BLOGGING IN AN ENGLISH LEARNING WEBSITE TO IMPROVE EFL STUDENTS' WRITING SKILL
Anggri Muhtia **53-58**

印尼汉语为第二语言口语教学的特点
Kekhasan Pengajaran Percakapan Bahasa Mandarin di Indonesia
Ayu Trihardini..... **59-68**

GAYA BELAJAR MODEL VARK DAN IMPLEMENTASINYA DI DALAM PEMBELAJARAN KETERAMPILAN BERBAHASA INDONESIA
B. Widharyanto **69-84**

IMPLIKASI BILINGUALISME PENGAJARAN BAHASA DAERAH TERHADAP KEMAMPUAN SISWA MENJALIN INTERAKSI ANTAR ETNIK
Budi Suyanto..... **85-96**

PERANAN INTELEGENSI DALAM MENINGKATKAN PRESTASI AKADEMIK BAHASA INDONESIA DENGAN PEMBELAJARAN BERBASIS MULTIKULTURAL SISWA KELAS IX SMP DI BINTANG PELAJAR RAWAMANGUN
Delia Paramita **97-108**

EFEKTIFITAS TEKNIK *FEATURE PROFIL* BERBASIS PROYEK DALAM PEMBELAJARAN MENULIS TEKS NARASI EKSPOSITORIS
(Studi Quasi Ekspreimen di Kelas VIII SMPN 5 Kerinci Kanan)
Devi Surindra, Ira Rachmayanti S., Devi Kusnawan **109-120**

EFIKASI DIRI UNTUK MENINGKATKAN MEMBACA PEMAHAMAN SISWA
Dimas Khaerul Umam **121-128**

PERANAN GURU BAHASA SEBAGAI AGEN PEMBELAJARAN UNTUK MENINGKATKAN PENGETAHUAN DAN KEMAMPUAN BERBAHASA SISWA MELALUI PEMBELAJARAN BERBASIS BUDAYA DI SEKOLAH MENENGAH
Diyan Permata Yanda..... **129-136**

PROSES DAN ASPEK MANAJEMEN PUBLIK RELATIONS PADA KOMUNITAS ADAT TERPENCIL MELALUI PENDEKATAN KONSEP ATLU (*ASKING, TELLING, LISTENING AND UNDERSTANDING*): STUDI DI KAMPUNG BADUY
Feliza Zubair, Ari Ganjar Herdiansah,
Dede Mariana, Yudhistira K Garna..... **137-150**

NEED ANALYSIS FOR DEVELOPING JAPANESE READING COMPREHENSION (DOKKAI) LEARNING MODEL USING CONTEXTUAL APPROACH
Frida Philiyanti **151-162**

INTRODUCTION OF CULTURAL LITERACY THROUGH COMIC STORYTELLING ACTIVITIES OF DISABILITY SERIES FOR CHILDREN
Hanny Hafiar, Retasari Dewi, Renata Annisa **163-174**

URGENSI ANALISIS KEBUTUHAN DALAM REDESAIN SILABUS PEMBELAJARAN BAHASA DI PERGURUAN TINGGI
Helaluddin **175-184**

汉字与别的国家的字不同，学习华文不难，
只要努力与认真学习，一定成功
Huruf Mandarin Beda Dengan Bahasa Lain, Belajar Mandarin Tidak Sulit, Perlu ketekunan, Dan Teliti Belajar, Pasti Berhasil
Hendry Jurnawan **185-190**

PENERAPAN COOPERATIVE LEARNING PADA PEMBELAJARAN KETERAMPILAN MENDENGAR BAHASA INGGRIS KELAS INTERMEDIATE 3 DI LBPP-LIA KALIMALANG BEKASI
Hilma Safitri **191-202**

THE APPLICATION OF MULTIPLE INTELLIGENCES IN THE TEACHING OF MANDARIN CHINESE AND ENGLISH
——A CASE STUDY IN VIETNAM UNIVERSITY——
Hoang Thi Thu Thuy; Huynh Thi Le My **203-210**

PENELITIAN KORELASI DALAM KAWASAN PENDIDIKAN BAHASA
Ida Nuraida **211-230**

OPEN EDUCATIONAL RESOURCES DALAM TUTORIAL ONLINE DI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Ika Tri Yunianika **231-240**

IMPROVING STUDENTS' READING COMPREHENSION ON EXPOSITION TEXT THROUGH *SURVEY, QUESTION, READ, RECITE, AND REVIEW* (SQ3R) STRATEGY
Ila Amalia **241-250**

مساسة الحاجة إلى إعادة تصميم مادة مهارة القراءة في الجامعات الإندنيسية

إمام أسراري **251-262**

PENERAPAN MODEL EXPLICIT INSTRUCTION PADA PEMBELAJARAN MEMBACA EKSTENSIF TEKS BERITA PEMBELAJAR BAHASA INDONESIA BAGI PENUTUR ASING (BIPA) TINGKAT LANJUT
Indra Perdana, Glory Kriswantara **263-272**

UTILIZATION OF SUNDANESE PROVERB *"LEUWEUNG KAIAN, LAMPING AWIAN, LEGOK CAIAN, TEGALAN SAWAHAN, HAMBALAN KEBONAN"* IN EDUCATION ENVIRONMENT AT CITARUM HULU WATERSHED
Iriana Bakti, Trie Damayanti **273-284**

PERAN PENGAJARAN SASTRA DALAM MENGEMBANGKAN PEMAHAMAN ANTAR BUDAYA
Irma Diani **285-292**

STUDENTS' STRESS IN LEARNING ENGLISH ON 2RD SEMESTER AT THE FACULTY OF TEACHER TRAINING AND EDUCATION (FKIP) BATANGHARI OF JAMBI UNIVERSITY ACADEMIC YEAR 2017
Kartika Dewi **293-300**

ESTABLISHING INTEGRATED MATERIALS FOR TEACHING ENGLISH TO YOUNG LEARNERS FROM THEORIES TO PRACTICES
Khusnul Khoiriyah **301-310**

MEASURING INDONESIAN EFL STUDENTS' PERCEPTIONS TOWARD THE USE OF *TYPEFORM* WITH THE TECHNOLOGY ACCEPTANCE MODEL (TAM)
Levita Dwinaya dan Arni Sukmiarni **311-322**

MNEMONIC IMAGE BASED MOBILE LEARNING TO HELP JAPANESE STUDENTS LEARN JAPANESE KANJI CHARACTERS
Linna Meilia Rasiban, Neneng Sutjiati, Juju Juangsih **323-332**

مراجعة في منهج تعليم اللغة العربية لقسم العربية من جامعة داكا

محمد عبد المنان مياجي **333-350**

PENERAPAN METODE *WAKING HYPNOSIS* DALAM PEMBELAJARAN MENULIS PUISI
(EKSPERIMEN KUASI PADA SISWA KELAS VII SMPN 44 BANDUNG)
Mawar Wahyuni Megasari dan Dinda Kadarwati **351-358**

PENINGKATAN KETERAMPILAN BERBICARA BAHASA ARAB MELALUI MEDIA VIDEO PADA MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA ARAB FBS UNJ
Muhammad Kamal Bin Abdul Hakim **359-372**

ANALIS KEBUTUHAN MATERI AJAR BERBICARA BAHASA ARAB BERBASIS CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) DI PROGRAM STUDI PENDIDIKAN BAHASA DAN SASTRA ARAB FBS UNJ
Mohamad Sarip **373-388**

استخدام وسائل الإعلام في نشر العربية بين أبناء العالم .....
The Use of the Media in Spreading the Arabic Language Among the People
محمد منير الزمان **389-398**

MEDIA LITERACY EDUCATION FOR HOUSEWIFE
Neneng Komariah, Prijana, Saleha Rodiah **399-406**

استراتيجيات تعلم اللغة العربية لدى الطلبة المتخرجين من المدرسة االثانوية العامة في معهد جامعة بالغكارايا الإسلاميية الحكومية في برنامج الدورة المكثفة للعربية
Noor Amalina Audina **407-416**

MODEL PEMBELAJARAN MENULIS DESKRIPTIF DALAM BAHASA JEPANG BERBASIS PENDEKATAN PROSES
Nur Saadah Fitri Asih **417-424**

KEBUTUHAN MATERI AJAR KETERAMPILAN BAHASA ARAB DI PERGURUAN TINGGI BERBASIS BUDAYA MENGGUNAKAN MULTIMEDIA
Nuruddin **425-438**

PENGARUH MEDIA DIGITAL DAN BERPIKIR KRITIS TERHADAP KEMAMPUAN PEMAHAMAN BACAAN (PENELITIAN EKSPERIMEN PADA SEMESTER TIGA PROGRAM STUDI BAHASA INGGRIS UIN MATARAM)
Nurul Lailatul Khusniyah **439-448**

SANGGAR SASTRA MEDIA MENULIS KREATIF: PEMANFAATAN *BLOG* BAGI MAHASISWA
Nyayu Lulu Nadya **449-458**

MOTIVES OF ADOLESCENT'S SELFIE BEHAVIOR IN SOCIAL MEDIA (PHENOMENOLOGY STUDY ABOUT MOTIVES OF ADOLESCENT'S SELFIE BEHAVIOR IN SOCIAL MEDIA IN BANDUNG CITY)
Puji Prihandini, Roy R. Rondonowu, and Rachmaniar **459-468**

ASSESSMENT OF ENGLISH LANGUAGE TEACHING FOR 21ST CENTURY: TEACHERS' PERSPECTIVES ON TRADITIONAL AND ALTERNATIVE ASSESSMENT
Rahmi Fadilah **469-484**

PENGEMBANGAN DESAIN PEMBELAJARAN PENERJEMAHAN ARAB-INDONESIA BERBASIS PEMBELAJARAN KOLABORATIF
Samsi Setiadi **485-494**

FOREIGN LANGUAGE LEARNERS ERROR ON WORD IDENTIFICATION
Shinta Aziez, Devi Melisa Saragi **495-504**

PENDIDIKAN KARAKTER DALAM PEMBELAJARAN BAHASA INDONESIA DI PERGURUAN TINGGI: RASIONAL DAN PEMBELAJARANNYA
Sintowati Rini Utami **505-516**

PEMBELAJARAN TEKS PROSEDUR DENGAN METODE PEMBELAJARAN CONCEPT SENTENCE DAN MEDIA KARTU KATA
Suhertuti **517-526**

KEMAMPUAN MEMBACA CEPAT DALAM PEMBELAJARAN DENGAN MENGGUNAKAN METODE SQ4R DAN SQ3R DI SMP
Tatu Hilaliyah **527-536**

METODE BENDA KENANGAN EFEKTIF UNTUK MELATIH KETERAMPILAN BERBICARA PESERTA DIDIK DALAM PEMBELAJARAN BAHASA INDONESIA
Tedy Heriyadi **537-542**

PEMEROLEHAN BAHASA INDONESIA PADA ANAK USIA 2 – 5 TAHUN DI PERUMAHAN AIR DINGIN MARPOYAN PEKAN BARU RIAU
Tri Yuliawan **543-552**

POLITENESS STRATEGIES USED BY TEACHER-STUDENTS IN SENIOR HIGH SCHOOL IN NATURAL CONTEXT
Widi Andewi **553-560**

اللسانيات التعليمية والمهارات القرائية العربية، أية علاقة؟
يوسف اسماعيلي **561-570**

تصميم الوحدة التعليمية الصغيرة لتعليم مهارة الكلام للمبتدئين (طلبة معهد القلم الإسلامي بالمدرسة الثانوية الإسلامية الحكومية الثالثة مالانج إندونيسيا نموذجا)
نورنا دياه فوتريساري **571-586**

SUB THEME 2

Multicultural Education in Language, Literature, and Arts

معاني الإضافة في القرآن الكريم

عبد الله **587-600**

رسالة الأدب

عارف كرخي أبوخضيري **601-616**

INTERPRETASI FLORA SEBAGAI NILAI KARAKTER PENDIDIKAN DALAM KEARIFAN LOKAL TRADISI MASYARAKAT BENGKULU

Arono **617-622**

NILAI NASIONALISME DALAM PEMBELAJARAN BAHASA INDONESIA DI PERGURUAN TINGGI

Di'amah Fitriyyah **623-632**

INTERCULTURAL COMMUNICATION OF INDONESIAN TEACHERS IN BLENDING EDUCATION VALUES AND FOREIGN CULTURE IN A CENTRAL LANGUAGE STUDY

A Case Study about Intercultural Communication for Indonesian Teachers in Blending Education Values and Foreign Cultural In a Central Language Study

Ditha Prasanti, Sri Seti Indriani **633-640**

NILAI-NILAI SOSIAL DALAM BUKU TEKS PELAJARAN BAHASA INGGRIS

(Penelitian Analisis Isi Pada Buku Teks Sekolah Menengah Pertama)

Euis Meinawati **641-650**

فهم المصلين الجمعة الى الخطاب خطبة الجمعة

فخر الرازى **651-664**

MEASURING INDONESIAN EFL STUDENTS' PERCEPTIONS TOWARD THE USE OF *TYPEFORM* WITH THE TECHNOLOGY ACCEPTANCE MODEL (TAM)

Levita Dwinaya dan Arni Sukmiarni
Institut Teknologi Nasional, Bandung
Universitas Nasional PASIM, Bandung
levitadwinaya26@gmail.com

Abstract

The advancement of technology has brought changes to the way people communicate around the globe and this is reflected in the education world. Nowadays, technology helps the process of English language teaching and learning become more effective. However, little is known about students' acceptance toward online language testing mediated by technology such as Typeform in Indonesia. Therefore, this study was aimed at measuring students' perception toward the use of Typeform in online testing by employing technology acceptance model (TAM) developed by Venkatest and Davis (1996). In this study, an adapted questionnaire was administered to 91 Indonesian university students to determine students' attitude toward the use of Typeform based on three variables of TAM i.e. perceived usefulness (PU), perceived ease of usefulness (PEOU), and behavioral intention (BI). The result shows that the means of PU, PEOU as well as BI are 5,8, 5,9 and 5,6 consecutively. This indicates that the Indonesian EFL students in this investigation have moderately positive views of the use of Typeform for testing in the classroom.

Keywords: Technology acceptance model, perceived usefulness, perceived ease of usefulness, behavioral intention, Typeform, formative assessment, online quiz

Introduction

The emergence of new technology nowadays has brought rapid changes in education. Teachers who can take effective advantages of technology can improve their quality of teaching by integrating technology in their teaching process. The relevant exposure of technology in teaching process is expected to improve teaching and learning quality so that more fruitful and effective teaching and learning process can be fostered. Especially in the 21st century learning skills, the use of technology plays an important part to reinforce the 4 C's —creativity, critical thinking, communication and collaboration to be mastered by students. These skills are important and needed when students become a part of global community.

To support the 4 C's taking place in students' learning, teachers need to be aware of how they provide opportunities for students to develop the 4C's. It is not a matter of what the content of their teaching is but how to deliver it to their students. Therefore, teachers require to equip themselves with knowledge and skills related to information and communication technologies (ICT) so that they can select and apply relevant technology to be integrated in their teaching as Darling and Berry (1998) stated that "Teacher quality is the factor that

matters most for student learning". This means that the quality of a teacher plays a crucial issue to contribute to effective student learning and to the reinforcement of the 4 C's taking place in teaching and learning process.

The integration of technology in teaching is applied in teaching practices and also student assessment. Teaching practices involve relevant internet application, webs, or technological tools such as videos, cameras, cellphones and as well as in conducting student assessmentselected and relevant internet applications are selected to measure students' progress in learning. Assessment plays an important role to measures progress in learning. As the technology and innovation get advanced, the use of technology in assessment is very helpful to make it more effective.

Assessment is defined as "the systematic collection, review and use of information about educational programs undertaken for the purpose of improving learning and development" (Palomba and Banta, 1999). This means that assessment plays an integral part in teaching and learning since the result of assessment helps to improve learning and development. Two broad types of assessments are summative and formative assessment. The former refers to assessment conducted with the aim of summarizing what students have learnt at the end of a course or unit of instruction whereas the latter refers to assessment aimed to evaluate students in the process of forming their competecies and skills (Brown, 2004).

As formative assessment is related to the process of forming students' skills and competencies, this type of assessment takes place during learning process on a daily basis. Gattulo (2000: 279) typifed formative assessment into three aspects; "(1) it is an ongoing multi-phase process that is carried out on a daily basis through teacher–pupil interaction; (2) it provides feedback for immediate action; and (3) it aims at modifying teaching activities in order to improve learning processes and results." In other words, the results of formative assessment conducted on learning process on a daily basis are required as feedback for students to know

their learning progress and for teachers to inform them their students' learning progress, and to modify and enhance their instruction in teaching.

Employing quizzes during a course is intended to promote students'engagement with the content knowledge, and check their understanding for what they have learnt and understood. Using online format for quizzes is expected to support a process of forming students knowledge effectively and the integration of technology in conducting formative assessment by administering online quizzez can contribute to effective teaching and learning. However, students' attitude towards online quizzes needs to be investigated to find out how helpful the tool is to be used in assessment. In so doing, technology acceptance model (TAM) may fit for studying EFL students' acceptance and views towards technology in their learning. Therefore, this study focuses on two issues: first, to investigate Indonesian EFL students' perception of the *Typefom* employment in oline quizzes with a TAM questionnaire, and second, to examine correlational relationship among TAM variables, perceived usefulness (PU), perceived ease of use (PEOU) and behavioral intention (BI) to use *Typeform*.

Literature Review

Typeform is a simple and enjoyable application that can be used to collect data online. It is simple as it has a drag-and-drop interface to create any kind of form, survey, or questionnaire. The simplicity of the application can be seen in Figure 1.

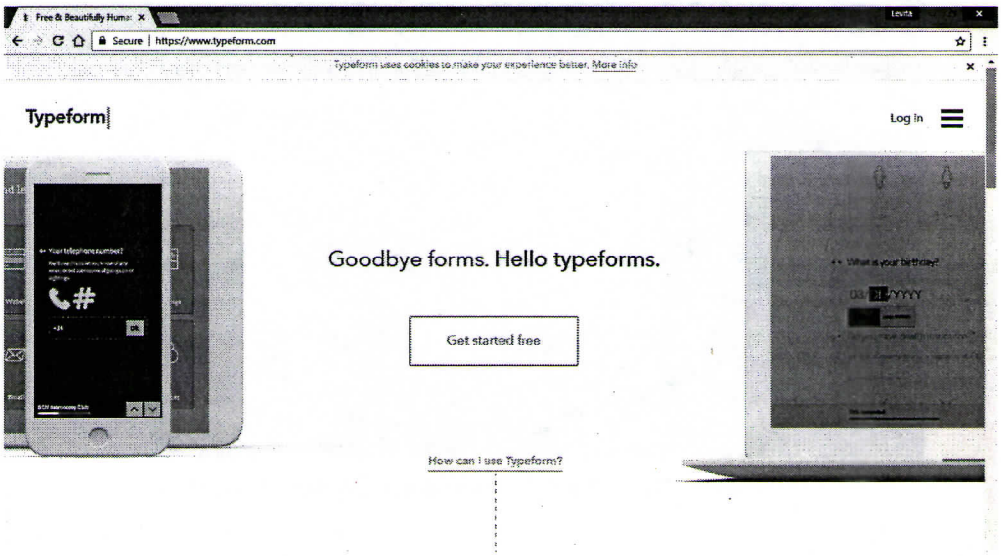

Figure 1: *Typeform* homepage

Anyone can easily create any form and respond to any form given to him/her. Furthermore, *Typeform* provides a simple but understandable information to assist its user in using the application. The tutorial is placed on the front page so anyone who opens the page can see right the way. The drag-and-drop activities in creating a form can be seen in Figure 2.

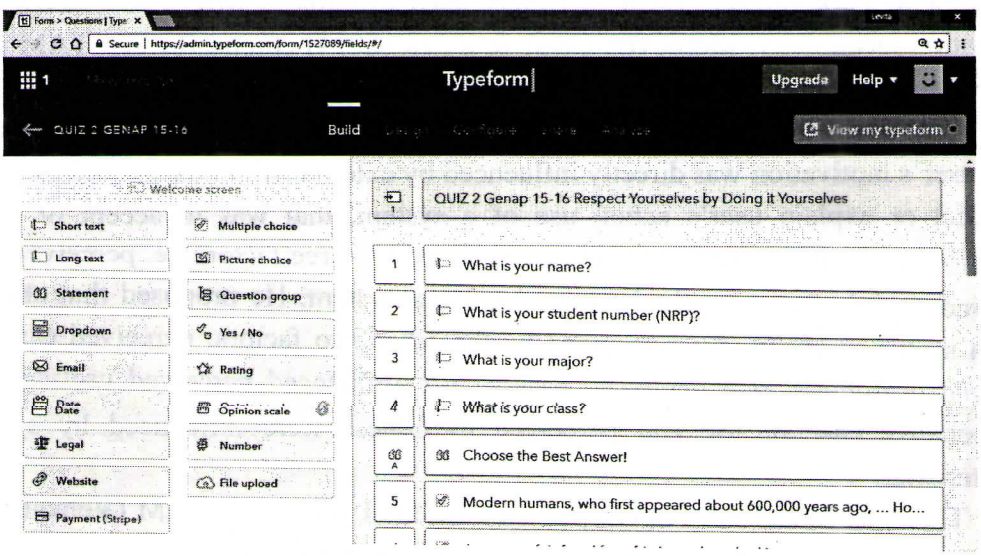

Figure 2: View of workspace

Filling form, survey, questionnaire etc. in this kind of way feels like having interactive conversation. This may lead to better engagement and more responses. What is more is the

application can be used on every device. The screen display of a user who takes an online form/survey/questionnaire using *Typeform* can be seen in Figure 3.

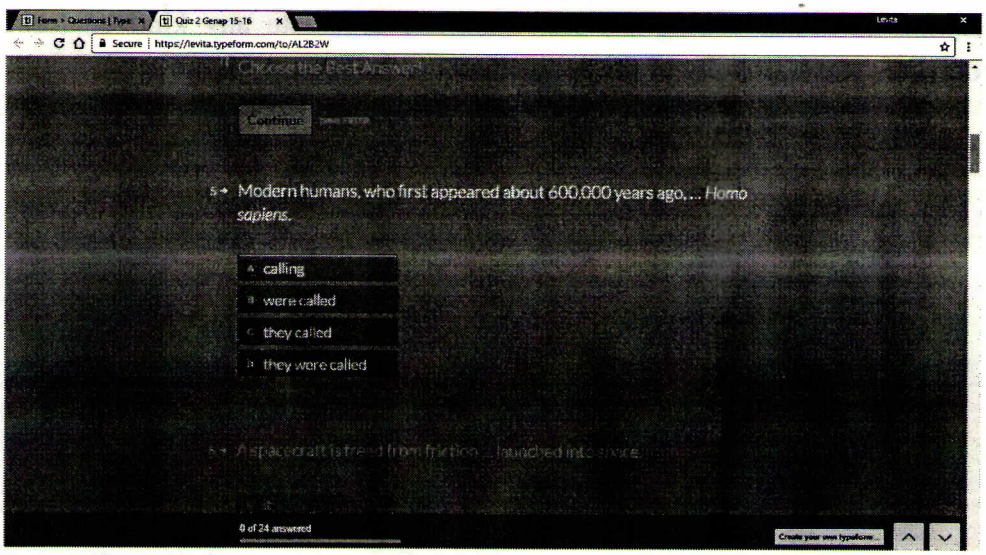

Figure 3: View of workspace by test takers

Because of the characteristics of *Typeform*, which is easy and enjoyable, Technology Acceptance Model (TAM) fits to be used to investigate learners' acceptance toward it. TAM model consists of two core constructs i.e. perceived usefulness (PU) and perceived ease of use (PEOU) which correlate with the two characteristics of *Typeform.*

Technology Acceptance Model (TAM) is a model developed by Davis (1989) based on the Theory of Reasoned Actioned (TRA) proposed by Ajzen and Fishbein (1980). According to Park (2009), TAM is widely used to explain why a user accepts or rejects information technology. Moreover, Cakir & Solak (2014) emphasize that TAM provides the basis for not only user acceptance but also usage behavior of information.

At first, Davis (1985) proposed a conceptual model for technology acceptance in which user's motivation was directly influenced by external stimulus, as well as could be used to predict or explain user's actual use of a system, that was to accept or reject it. His suggestion was that motivation could be explained by three factors i.e. perceived ease of use, perceived usefulness, and attitude toward using a system. He proposed that attitude toward using a system was directly influenced by the other two factors: perceived ease of use and perceived usefulness, that perceived ease of use influenced perceived usefulness, and that both perceive ease of use and perceived usefulness were influenced by system design characteristics.

That first model later developed and the final version of TAM (Venkatesh & Davis, 1996) propose four constructs that can be used to predict a user's acceptance toward a technology. The four constructs and their relations are shown in Figure 4.

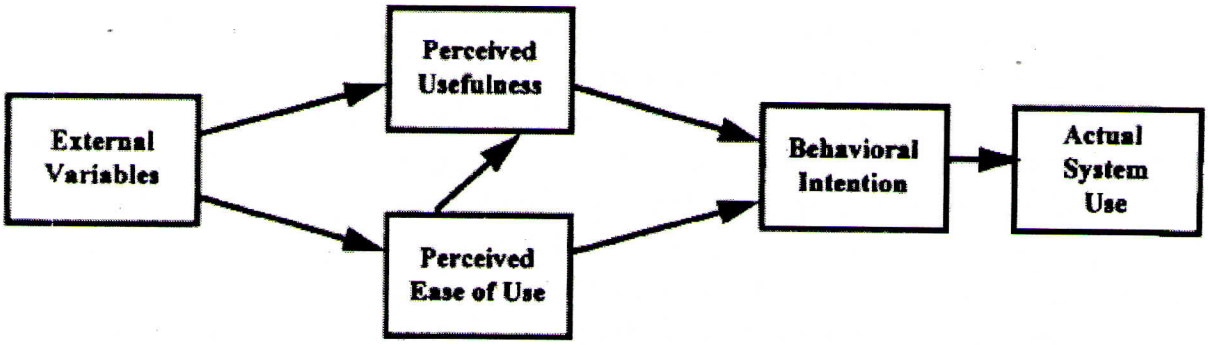

Figure 4: Constructs of TAM and their relations (Venkatesh & Davis, 1996)

The construct of External Variables refers to other factors which may influence a user's beliefs toward technology. External variables which typically includes technology's characteristics, user training, user participation in design, and the nature of implementation process (Venkatesh & Davis, 1996) has direct link to the constructs of perceived usefulness and perceived ease of use.

Perceived usefulness (PU) and perceived ease of use (PEOU) are believed as the two core constructs having the role of leading a user's behavioral intention (BI) to adopt a system (Keong et al., 2016). PU is defined as the extent to which a user believes that using a particular technology would enhance his/her work performance. Meanwhile, PEOU is the extent to which a user believes that using a particular technology would be free of effort both physically and mentally. According to Lee *et al.* (2003) PU has roles as a dependent and independent construct at the same time as it can be predicted by PEOU, and it, together with PEOU, can predict behavioral intention (BI). Moreover, PU has the greatest influence on a user's intention in using a technology meanwhile PEOU has small but significant effect on a user's intention in using a technology (Chuttur, 2009).

The last construct, that is behavioral intention (BI), refers to the continued user's intention using a technology. In other words, BI has the role in leading a user whether he/she actually use or does not use a technology. According to Lee *et al.* (2003) BI is usually measured using frequency of use, amount of time using, actual number of usages, and diversity of usage. As discussed in the previous paragraph, BI has a strongly significant relationship with PU, which means that a user tends to use a technology because it has useful functionality. Meanwhile, PEOU has less significant influence on BI. Rather, PEOU affects BI indirectly through PU. This indicates that usefulness is more preferred than pleasure in using certain technology.

Chen *et al.* (2011) points out that there are general statements in measuring each of the constructs. The statement for measuring PU generally says: "*Using (Name of information system or information technology) would enhance my effectiveness for my work/study/life tasks.* For measuring PEOU, the statement generally says: "*It is easy for me to use the (Name of information system or information technology).* Lastly, BI is generally stated by saying: "*I*

intend to use (Name of information system or information technology) as often as needed.

Since its impetus more than two decades ago, TAM has stood the test of time and continues to be the leading model which earns many commentaries (Bagozzi, 2007). Keong, Hakoush, and Dhulfiqar (2016) points out that the effectiveness of TAM has been demonstrated in many empirical studies. Moreover, despite of its original use to do research in the field of social psychology, TAM is still being widely used by researchers from many different fields of study (Selevičienė & Burkšaitienė, 2015) and in various types of technologies (Cakir & Solak, 2014). In the field of teaching, the model has been used to test the acceptance of E-learning as a teaching tool (Keong, Hakoush, & Dhulfiqar, 2016). Therefore, we believe that the model fits with our intention in investigating students' acceptance of the use of *Typeform* in testing their progress of study. However, despite of the numerous investigations on learners' willingness to adopt technologies for learning using TAM, studies employing the model in the context of second language learning is relatively fewer (Dizon, 2016). As it is so, we believe our investigation is important in enriching studies using TAM in the context of second/foreign language learning.

Here we mention some studies in the context of second/foreign language learning using TAM to explain students' acceptance of technology as learning media. Park (2009) investigated 629 Korean university students to verify the process of how university students adopt and use e-learning. The result showed that TAM was a good theoretical tool to understand users' acceptance of e-learning.

Zanjani & Ramazani (2012) investigated English teachers and students from Islamic Azad University of Zanjan to examine their acceptance of e-learning technology. The researchers employed descriptive-survey method, questionnaire, and interview to test the hypotheses. The results indicated that Perceived Ease of Use (PEOU) had no positive effect meanwhile Perceived Usefulness (PU) had positive effect on the acceptance of e-learning technology in teaching and learning English.

Keong *et al.* (2013) investigated 91 Iraqi college students who learn English as foreign language. The aim of the study was to determine the factors that may influence the acceptance of E-learning as well as to identify the kinds of barriers associated with E-learning. The data were gathered using questioner and the result indicated that the factors influencing students' acceptance of e-learning were perceived ease of use, perceived usefulness, IT knowledge, and perceived playfulness. Meanwhile, the main barriers for accepting e-learning were technical infrastructure, lack of training and motivation.

Chen (2014) investigated 154 English major students who learned in a virtual learning environment created to enhance those students' learning experience. After three months of usage, a survey was administered to collect students' perception toward the courseware, and the result suggested that the students involved in the study were affected by technology acceptance.

Cakir & Solak (2014) studied 231 male and 279 female e-language learners to understand Turkish EFL learners' attitude towards technology and to determine the factors influencing their academic achievement while using technology. Data were collected through

survey method at a state-run university in 2012-2013 academic year. They found out that some of the TAM factors had effects on the learners' academic achievement and that they have positive attitude towards technology in education.

Those few example studies have shown that TAM has been successful in explaining EFL learners' acceptance towards the use of technology in learning environment. However, despite of its success and popularity, research using TAM to investigate EFL learners' acceptance of the use of technology in Indonesia is still rare. Therefore, this research intends to fill the gap.

Method

This part writing consists of two sub themes; data collection and analysis, and participants of the study.

Data collection & analysis

In this investigation, a questionnaire comprising three constructs of technology acceptance model (TAM) i.e. perceived of use (PU), perceived ease of use (PEOU), and behavioral intention (BI) was used to collect data. The questionnaire which was adapted from Dizon (2016) consisted of 10 questions, four of which were perceived of use (PU) constructs, other four of which were perceived ease of use (PEOU) constructs, and the last two of which were behavioral intention (BI) constructs. Each of the questions utilized a seven-point Likert-scale ranging from strongly disagree (1) to strongly agree (7). In the questionnaire, *Bahasa* was used instead of English to avoid misunderstanding so accurate answers would be gathered. The collected data were measured with descriptive statistical analysis to detail the mean and SD of each construct and with Pearson's correlation coefficient to measure the correlational relationships among the three constructs of TAM.

Participants

Participants of this study were 91 male and female EFL students of a private university in Bandung who were enrolled in English classes taught by the researchers during the even semester year 2016-2017. The participants were given online quizzes using *Typeform* as many as 3 times. The quizzes related to the materials the students learnt in the semester. After the third quiz, the participants were given the questionnaire which was also spread using *Typeform*.

Results and Discussion

In this part of writing, the results of the research will be displayed and then discussed consecutively. The following Table 1 shows the result of the data which were measured using descriptive statistical analysis.

Table 1: The means of the three constructs of TAM

	Mean	SD
PU	5.8	0.8
PEOU	5.9	0.8
BI	5,6	1.1

As it can be seen in Table 1, the mean of PU is 5.8. The number falls between somewhat agree (5) and agree (6). This indicates that the university students in this research had moderately favorable views on the usefulness of *Typeform* in online quizzes. Meanwhile, the mean of PEOU is 5.9 which means that the students had also moderately favorable views on the use of *Typeform* in online quizzes. Lastly, regarding to BI, the mean is 5.6. This means that the students involved in the study also had moderately views on future use of *Typeform.* In all, the students in this study are willing to accept the use of *Typeform* as a means of doing quizzes in their classrooms as Keong *et al.* (2016) point out that the role of Perceived usefulness (PU) and perceived ease of use (PEOU) is leading a user's behavioral intention (BI) to adopt a system.

These findings are in line with those of Dizon (2016). In his study, he found out that the students involved had moderately favorable views on the use of internet based test (IBTs) indicated by the results of the questioner showing that all of the three constructs fell between somewhat agree (5) and agree (6). However, the findings are slightly different from the results of this study in a way that in the study PEOU has the lowest mean meanwhile in this study BI's mean is the lowest among the three. Even though it is the lowest, the mean is still considered high, which indicates the acceptance of students involved in this study of the use of *Typeform* in doing quizzes. Another difference is that in this study PEOU construct has the highest mean which indicates that students in this study view using *Typeform* for doing quizzes in the classroom is very easy.

The results of the data analyzed using Pearson's correlation coefficient to measure the correlational relationships among the three constructs of TAM are shown in the following table.

Table 2: The correlation among the three constructs

	PU	PEOU	BI
PU	1		
PEOU	.801**	1	
BI	.957**	.954**	1
Note** <.0,1, one-tailed			

From the table it can be seen that the Pearson's correlation coefficients for all the relations among the constructs are highly positive. The Pearson's correlation coefficient between PEOU and PU is 0.801 which indicates there is a strong positive and significant relationship between the two constructs. Meanwhile, the Pearson's correlation coefficients between PU

and BI as well as between PEOU and BI are stronger; 0.957 and 0.954 consecutively. The results affirm that there are strong positive and significant relationship between PU and BI as well as between PEOU and BI. Dizon (2016) mentions that high correlation coefficients of PU and PEOU prove the importance of both constructs in determining the behavioral intention in using a technology. The results are in accord with what Venkatesh and Davis (1996) has proposed that PU can be affected by PEOU, and PU as well as PEOU can affect BI. However, the relationship between PEOU and BI is not as strong as that between PU and BI. This validates what Chuttur (2009) has mentioned that PU has the greatest influence on a user's intention in using a technology meanwhile PEOU has smaller but significant effect on a user's intention in using a technology.

Conclusion

The study which aimed to investigate students' acceptance toward the use of *Typeform* in doing quizzes in the classroom employing technology acceptance model (TAM) developed by Venkatesh and Davis (1996) in general yields two types of findings. The first type is the one that was measured using descriptive statistical analysis. The result is that all of the means of the three constructs fall between somewhat agree (5) and agree (6). This indicates that students involved in this study have moderately favorable view on the usefulness, easiness as well as intention to use *Typeform.* Another result is that the mean of PEOU is the highest among the three. This indicates that students views that *Typeform* is very easy to use. The second type of result is the one that was measured using Pearson's correlation coefficient. The result shows that all the relations among the constructs are highly positive. This means that easiness in using as well as usefulness of *Typeform* in doing quizzes in the classrooms strongly affect student's tendency to use *Typeform.*

The results of the research are in line with previous studies employing TAM to investigate student's acceptance towards the using of technology in the classrooms. This confirms the applicability of TAM in predicting students' acceptance towards the use of technology in the classrooms. This study also validates the applicability of *Typeform* in doing quizzes in the classrooms. However, this does not suggest that *Typeform* is the best way ever in doing quizzes in the classrooms. Rather, it is one of the best ways in measuring students' learning progress. Therefore, the use of *Typeform* adds the variety in teaching methods to motivate students' engagement in teaching and learning process.

The current study has limitation. The first is that it was conducted in a short time i.e. less than a semester. Therefore the results of the study may not reflect a deep understanding on the issue. Other is that it involved 91 participants without considering their demographic characteristics. Hence, this study has lack of understanding on the relations or the impacts of those characteristics towards the constructs of TAM. This study also does not take external construct into consideration as the core constructs that influence students' acceptance towards a technology are PEOU and PU. So, this study focuses on those two.

Last but not least, for future studies, we suggest a longitudinal research to gain a deep understanding on students' acceptance of the using of *Typeform* for quizzes. Studies that

investigate the relations or impacts of participants' demographic characteristics on students' acceptance towards the use of *Typeform* for quizzes may also be done to gain a more comprehensive understanding. Further, external construct shall also be counted to yield well-rounded knowledge on the use of *Typeform* for quizzes.

Reference

Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior.* Englewood Cliffs, NJ: Prentice-Hall.

Bagozzi, R.P. (2007). The Legacy of the Technology Acceptance Model and a Proposal for a Paradigm Shift. *Journal of the Association for Information System* 8 (4), p. 244-254.

Brown, H., D.(2004). *Language Assessment: Principles and Classroom Practices.* White Plains, NY: Pearson Education.

Cakir, R. & Solak, E. (2014). Exploring the Factors Influencing E-Learning of Turkish EFL Learners through TAM. *TOJET: The Turkish Online Journal of Educational Technology* 13 (3), p. 79-87.

Chen, S.C., Li, S.H., & Li, C.Y. (2011). Recent Related Research in Technology Acceptance Model: A Literature Review. *Australian Journal of Business and Management Research* 1 (9), p. 124-127.

Chen, Y.L. (2014). A Study on Student Self-efficacy and Technology Acceptance Model within an Online Task-Based Learning Environment. *Journal of Computers* 9 (1), p. 34-43.

Chuttur, M.Y. (2009). Overview of the Technology Acceptance Model: Origins, Developments and Future Directions *Sprouts: Working Papers on Information Systems* 9(37), p. 1-21.

Davis, F. (1986). *A Technology Acceptance Model for Empirically Testing New End-User Information Systems: Theory and Results.* Doctoral dissertation. Cambridge, MA: MIT Sloan School of Management.

Davis, F. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly* 13, p. 319-339.

Darling-Hammond, L., and Berry, B.(1998).Investing in Teaching: The Dividend Is Students Achievement. *Education Week*, May 27.

Dizon, G. (2016). Measuring Japanese EFL Student Perceptions of Internet-Based Tests with the Technology Acceptance Model. *TESL-EJ: The Electronic Journal for English as a Second Language* 20 (2), p. 1-17.

Gattulo, F.(2000). Formative assessment in ELT primary (elementary) classrooms: an Italian case study.Language Testing, 17 (2), 278-288.

Keong, Y.C., Hakoush, S.F. & Dhulfiqar, A. (2016). Iraqi University EFL Learners' Acceptance of Technology Acceptance Model (TAM) and Unified Theory of Acceptance and Use Technology (UTAUT) E-Learning Models. *International Journal of Science and Research (IJSR)* 5 (1) p. 1097-1105.

Lee, Y., Kozar, K. & Larsen, K.R.T. (2003). The Technology Acceptance Model: Past, Present, and Future. *Communications of the Association for Information Systems*, 12, p. 752-780.

Palomba, C., A. & Banta, T., W.(1999). *Assessment Essentials: Planning, Implementing, and Improving Assessmet in Higher Education*. San Fransisco: Josey Bass.

Park, S. Y. (2009). An Analysis of the Technology Acceptance Model in Understanding University Students' Behavioral Intention to Use e-Learning. *Educational Technology & Society 12* (3), p. 150–162.

Selevičienė, E. & Burkšaitienė, N. (2015). University Students' Attitudes towards the Usage of WEB 2.0 Tools for Learning ESP: A Preliminary Investigation. *SOCIALINIŲ MOKSLŲ STUDIJOS SOCIETAL STUDIES* 7(2), p. 270–291.

Venkatesh, V. & Davis, F.D. (1996). A Model of the Antecedents of Perceived Ease of Use Development and Test. *Decision Sciences* 27 (3), 451-481.

Zanjani, F.V.M, & Ramazani, M. (2012). Investigation of E-learning Acceptance in Teaching English Language Based on TAM Model. *ARPN Journal of Systems and Software* 2 (11), p. 289-293.