Using Socrative App to Find Weaknesses in English Class

of 10th Grade Students in Banteaymeanchey, Cambodia

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Abstract

The purposes of this study were to: 1) develop interactive English learning assessments using the Socrative app, 2) find the efficacy of interactive English learning assessments using the Socrative app, and 3) study the students' satisfaction using the Socrative app. Ten students from Hun Sen Mongkolborey high school were chosen as a sample from one of the seven grade 10 classes in the academic year 2020-2021, and they were permitted to participate in the whole session in an online class. The instruments of this study were pre and post survey, three sets of grammar lesson plans and a set of quizzes for pretest and posttest. The instruments were evaluated by three experts. Jamovi's paired sample t-test was used to assess the data. The results revealed that 1) interactive English learning assessments consisted of 15 multiple choice questions (MCQ), 5 true/false statements with pictures, and 5 W.H questions with clues ; 2) the efficacy value of using the Socrative through pretest and posttest for 10th-grade students showed that their posttest scores were greater than their pretest scores at the 0.05 level of significance; and 3) overall satisfaction was satisfied ($\bar{x}$=4.11, S.D=0.59). As a result, using the Socrative app can help students improve their language skills, score better in exams, and satisfy with the learning they receive from using the Socrative app on a good level.

Keywords: Socrative App, Student Performance, English as a Second Language (ESL), Digital tool

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Introduction

Background and Significance of the Research Problems

English is the crucial international language of the 21st century which has been used around the world and it has become popular in communicating in many factors in today's global world in terms of science, information, technology, education and others (Wijaya, 2017). This language has been implemented in Cambodia since 1989 that was required to English teachers had to be ready to deliver the effective teaching in the classroom (Vira, 2003). Therefore, the English subject has been firstly launched in English as a Foreign Language (EFL) English language classroom from lower to upper secondary school (grade 7 to grade 12). Since that English as a Second Language (ESL) teachers need more time to learn and experiment with new concept in the classroom due to the fact that teachers should be notice and aware of the principles, strategies and techniques in activating students to get involve in language learning properly (Vira, 2003).

Finding students' weaknesses in English class could take more time to revise, check and give feedback to students as it is the traditional methods for teachers to use it. While doing this method, students still get confused until the midterm because teachers did not have much time to give feedback to every student. Moreover, other researchers also showed the important of providing feedback that help students to improve their learning performance (Lipnevich & Smith, 2009). In contrast to the previous traditional feedback, monitoring students' progress online allow for immediate response and address students misunderstanding and lead them to the get better score in the exam (Christensen, Bemman, Knoche, & Gade, 2019). So innovative digital tools have been developed by creators to fulfill the needs of users in different fields and factors (Claro et al., 2018). As technological innovation keeps updating day by day that it's involving the internet and computer software, so the educators, shareholders and others need to think the new progression of integrating effective tools or instruments in the modern teaching styles in the classroom (Hämäläinen et al., 2021). With this awareness, ESL teachers need to deliver the positive teaching techniques and consider using different approaches to develop students' knowledge and language use appropriately.

Due to the Covid-19 pandemic, all the educational institutions have been closed and students were impossible to learn properly. Then online learning and distance learning have been started rapidly almost everywhere and information and communication technology in education have been used widely for effective learning throughout the world (Huang, Kuo, & Chen, 2020). Many applications for learning and teaching by using internet have been increasing respectively for both teachers and students to use such as Kahoot, Padlet, Canva and others. By changing from traditional teaching to online teaching will affect learning outcome because of unpredictable situation so ministry of education has to adapt online learning without choice.

Previous researchers have found out the important of online learning with technology in the class for the 21st century teaching and learning experience and provided the great opportunity in educational institutions

to increase students' interests and enhance learning outcomes as well (Awedh, Mueen, Zafar, & Manzoor, 2014). Moreover, the current research has also showed the crucial part of the technology in and outside of the classroom which is attracted the learners to increase number of students' participation and engagement in learning process and performance (Balta, Perera-Rodríguez, & Hervás-Gómez, 2017).

Because online learning has been spread around the world, so Cambodia has also adapted it as well. Then ESL teachers must update their knowledge and be flexible to use the technology in daily teaching, especially the modern applications in the way of providing effective teaching. Other researchers have shown the effective of using the Socrative app in online class because this app is free for students and teachers. It is an application that helps create online quizzes to evaluate students' learning and it provides immediate feedback to the learners through comment posted on their devices immediately based on their responses (Guarascio, Nemecek, & Zimmerman, 2017). This App has been used widely in teaching and learning for both teachers and students in some countries. In Malaysia, the researcher has been integrated Socrative app that connected with smartphones to increase number of students accessing internet to improve the students' participation in the class (Lim, 2017). Specifically, Socrative app could also dealt with the problem about students' engagement inside the class and show the enjoyment when joining the learning activities and interest during the learning process that is very useful for teachers (Wijaya, 2017). Other researchers have shown the effective of using the Socrative app in online class because this app is free for students and teachers. It is an application that helps create online quizzes to evaluate students' learning and it provides immediate feedback to the learners through comment posted on their devices immediately based on their responses (Guarascio et al., 2017). In Egypt, the researcher has used the Socrative app as students' response system (SRS) based assessment in reading to improve students reading skill and learning engagement (Mohammed Fahim El Sakka, 2020). Another researcher has been focused on the English grammar section rather than reading section by using Socrative app with multiple choices (Herawati & Agustin, 2021). Using Socrative app may enhance students' language use and performance as well as promote students' satisfaction in learning.

Nevertheless, this app has not been used much in Cambodia, therefore, the researcher became interested in exploring a learning measurement application of Socrative app to find weaknesses in English class of secondary school students in Cambodia. Hence, ESL teachers can use this effective digital tool to provide fun and efficient way to engage students in learning as well as giving the instant feedback to every student.

Research Objectives

The objectives of this research are: 1) to develop interactive English learning assessments with the Socrative app, 2) to find the efficiency of interactive English learning assessments with the Socrative app and 3) to study the students' satisfaction with using the Socrative app.

Research Hypothesis

Students' English achievement by using Socrative posttest higher than pretest.

Literature Review

Socrative App

Socrative app is one of the useful digital tools for users because it is easy, free and be positive, encouraging, and supportive for language assessment. It helps students improve their learning performance in language use in English class. Importantly, Socrative was used as media to teach, the new digital learning facilitation could be seen as innovative ways rather than disturbed tools so student could focus on the tasks to be done. It is kind of extrinsic motivation that attract the students to be interested in learning with this app because they have willingness to do what they like to do without any compulsion. It is an application that helps create online quizzes to evaluate students' learning and it provides immediate feedback to the learners through comment posted on their devices immediately based on their responses (Guarascio et al., 2017).

Student Performance

Student will get practice doing quizzes during class, after class and at the end of the lesson. Students will use this app as digital tool to improve their English. Sometimes, students can work in group to play education quiz games that it is kind of funny activities to help student in learning English. Students can practice doing quizzes on Socrative app at anytime and anywhere. Instant feedback will help students to learn by themselves. Students can play a game to challenge with other groups as well. During class, teachers can monitor all students and it is good for them to improve their English. This innovative tool will change the class to be effective and learning with new method of integrating technology to improve students learning from doing paper test to online response system. It has been used on the English grammar section rather than reading section by using Socrative App with multiple choices (Herawati & Agustin, 2021).

Cambodian English-Learning Program

There are four levels of education in Cambodia: preschool, primary, secondary (lower and upper), and higher education. Six years are required for primary education, followed by three years of lower secondary education and three years of higher secondary education (Chhinh & Dy, 2009). English teachers have been required to be prepared to conduct effective classroom instruction since the establishment of English in Cambodia in 1989 (Vira, 2003). In addition, ESL teachers must be aware of the principles, techniques, and approaches for effectively inspiring pupils to engage in language acquisition because they demand more time in the classroom to understand and experiment with new topics (Vira, 2003). The Ministry of Education, Youth, and Sport (MoEYS) has started initiatives to enhance English language instruction in Cambodian public schools in recognition of the importance of English in the ASEAN Economic Community. These include creating new English language textbooks and teaching English to pupils as early as fourth grade. (Tweed & Som, 2015). English has been taught and learned as a second language in Cambodian schools since primary school (Sun, 2019). In addition, English for Cambodia Textbook has been used for teaching and learning from grade 7 to grade 12.

Learning Theories

Because students are expected to change their attitudes toward the use of mobile based tests before and after the experiment by using the Socrative app, and teachers provide stimulus such as questions, positive and negative reinforcement, and it is a type of extrinsic motivation, behaviorism will be used in this study. Students are enthusiastic about studying with this software and are willing to accomplish what they want without being forced. Students demonstrate their interest in the learning activity by paying close attention to it. In addition, cognitivism and connectivism will be discussed in this class. To make the class more interactive in the learning process, students will actively participate in quizzes. Importantly, students will gain experience with using digital tools to improve their learning performance by reflecting their grasp of the lesson using cellphones. Importantly, students learn more efficiently when they are actively engaged in the process. No of the subject, numerous studies have shown that students who learn in small groups retain information better than those who get instruction in other ways (Gross, 1993). Additionally, in terms of learner attitudes, students who collaborate in groups seem to be more content with their classes (Beckman, 1990). Nevertheless, students' motivation and academic resourcefulness are boosted when they are not restricted by traditional learning methods (Al-Rahmi & Zeki, 2017).

Related Research

In several nations, the Socrative app has been employed in the sphere of education, and the findings have indicated that utilizing this app is beneficial. Because of the usage of digital tools, the research study found that collaborative learning and student participation in the classroom boost students' learning performance (Awedh et al., 2014). The Socrative is a tool that is used to improve the efficiency of active collaborative learning by allowing students to cognitively understand issues posed by teachers and increasing engagement. Teachers encourage students to discuss ideas, express their opinions, and participate in the development of knowledge in their classes, which results in significant improvements. It promotes the understanding of topics and accelerates the learning process by supporting learning and increasing students' motivation. It also helps individuals become more aware of their level of knowledge.

In Malaysia, the researcher has integrated the Socrative app, which is linked to smartphones, to increase the number of students who have access to the internet and thus improve class engagement (Lim, 2017). Socrative, in particular, could address the issue of student engagement in the classroom by demonstrating enjoyment when participating in learning activities and interest throughout the learning process, which is extremely beneficial to teachers (Wijaya, 2017). Other researchers have demonstrated the efficacy of using the Socrative app in online classes because it is free for both students and teachers. It is an application that assists in the creation of online quizzes to assess students' learning and provides immediate feedback to learners via comments posted on their devices based on their responses (Guarascio et al., 2017).

Not only that, but Socrative was used as a formative assessment tool in an EFL classroom that aided with mobile phones in language learning because they are more readily available and affordable to reduce paper-based testing (Alharbi & Meccawy, 2020). It has been used as a tool with various options, such as polls, exercises, quizzes, and games, to stimulate discussion and encourage two-way communication between teachers and students. This improves students' learning experiences, academic performance, and addresses the issue of low student engagement because they are motivated to participate in class. For example, a quick question can be asked multiple times during a lecture, whereas an exist ticket is a quick poll that can be asked once at the end of a lecture to collect students' feedback. It can improve learning effectiveness by tailoring instruction to students' needs, as well as increase students' motivation to participate because they know their voices are being heard.

In Egypt, the researchers employed the Socrative app as a students' response system (SRS) based reading evaluation to help students enhance their reading skills and learning engagement (Mohammed Fahim El Sakka, 2020).

Another researcher used the Socrative app with various choices to focus on the English grammar component rather than the reading section (Herawati & Agustin, 2021). According to the findings, both students

and teachers considered Socrative to be extremely useful and effective in their EFL learning. Students also benefit from the capability of providing explanations to quiz items because it makes grammatical rules easier to understand and improves their English proficiency. Students, on the other hand, have learned grammar because the assessments only need them to recognize grammatically right sentences rather than the capacity to write them. It indicates that children who excel at multiple choice questions in grammar do not necessarily excel at writing or reading.

To summarize, the Socrative app is a beneficial digital tool for users because it is simple, free, and can be used to measure language skills in a pleasant, encouraging, and supporting manner. It aids pupils in improving their linguistic proficiency in English class. Importantly, Socrative was employed as a teaching tool, and the new digital learning facilitators could be viewed as innovative rather than distracting tools, allowing students to focus on the work at hand. It is an extrinsic motive that attracts students to be interested in studying using this app since they have the freedom to do what they want without feeling obligated to do so.

Research Methodology

Scope of the Study

Population:

The population of the study were the grade 10th students of Hun Sen Mongkolborey high school in Banteaymeanchey province, Cambodia. There were 309 students in the academic year 2020-2021.

Sample Group:

The sample of the study were only 10 students from grade 10 of Hun Sen Mongkolborey high school. The samples were selected by using purposive sampling based on the certain requirements in pre-survey. The survey asked about students' demographic data, learning materials, and preference. Importantly, they were able to participate the whole session in online class together with students' learning materials such as smartphone, computer and be able to use internet. The research was conducted online during school vacation for only 1 week in December because students had enough time to join the online class and they were available to join the class before the new term start in the following week.

Variables:

Independent variables, i.e., app interactive English learning assessments with the Socrative app and dependent variables, i.e., students perform better.

Achievement Evaluation

To evaluate the achievement, there were 3 assessments for students to do, a set of the quizzes before the treatment, during the treatment and after the treatment. Using traditional test (paper test) for the first step. This pretest was focused on present perfect simple which consisted of 15 multiple choice questions (MCQ), 5

true/false statements with pictures, and 5 W.H questions with clues. Introducing them to the Socrative app and letting them download it so they can use its helpful features and capabilities to learn something interesting. Students used this app to practice using it with certain quizzes in this stage. They also collaborated in teams to play some quiz games to compete with other teams. Students were required to complete a posttest for the third step after becoming familiar with the Socrative app. This posttest was focused on present perfect simple which consisted of 15 MCQ, 5 true/false statements with pictures, and 5 W.H. questions with clues. Students must go to the Socrative website, enter the room name that was given by the researcher, and input their names. The length of time provided for the pretest and posttest to finish the exam was the same.

If students get higher score from pre to post quizzes, they will satisfy using Socrative app to show their results as well as instant feedback to make them understand clearly in grammar.

Research Instruments

This research study used quantitative method. The instruments of this study were pre and post survey, three sets of grammar lesson plans and a set of quizzes for pretest and posttest. The instruments were evaluated by three experts examined with IOC and Test Blueprint by three experts in English field from the faculty of education and development sciences at Kasetsart University Kamphaeng Saen Campus.

The statistics used to analyze the data was paired sample t-test by jamovi. In this one group pretest-posttest design study, the sample group was taught the process of using Socrative app to enhance their language learning.

Pretest	Treatment	Posttest
T_1	X	T_2

T_1 means the test before using Socrative app

X means practice using Socrative app

T_2 means the test by using Socrative app

The procedure of this one group pretest and posttest study design follows 7 steps,

1. Prepare the materials for this study (3 lesson plans)

2. Prepare pretest and posttest (the MCQ, true and false statements and short answer) examined with IOC and Test Blueprint by three experts in English field from the faculty of education and development sciences at Kasetsart University Kamphaeng Saen Campus

3. Students were taught the first lesson plan and required to the pretest using paper test as a traditional style.

4.   Students were taught the second lesson plan and introduced the Socrative app connected with smartphones to get practice for another test.

5.   Student were taught the third lesson plan and required to do the posttest using Socrative app.

6.   Researcher collected the scores from the pretest and posttest.

7.   Researcher analyzed the data using paired sample t-test of jamovi computer program with the level of significant is 0.05 that using descriptive statistics for means and standard deviations.

The data collection methods of this study were pretest and posttest result that student required to do before and after implementation of Socrative app.

Statistics Used to Analyze the Data

Every score from pretest and posttest was analyzed and interpreted by using descriptive statistics for means and standard deviations. Paired sample t-test was calculated to compare the average scores of pre-tests and post-test using jamovi computer program.

Research Results

The research results of using Socrative app to find weaknesses in English class of 10th grade students in Banteaymeanchey, Cambodia were divided into two parts as follows.

Part 1: The results of the study and the comparison of learning achievement of using Socrative app was shown in Table 1 and the mean and standard deviation of the pretest and posttest scores was shown in Table 2 as below.

Table 1 Paired Samples t-test

			statistic	df	p
Pre-test	Post-test	Student's t	-6.60	9.00	< .001

Note. Ha μ Measure 1 - Measure 2 < 0

Table 2 The descriptive results of the study and the comparison of learning achievement.

	N	Mean	Median	SD	SE
Pre-test	10	11.8	11.0	5.57	1.763
Post-test	10	18.6	18.0	3.13	0.991

From Table 1, it was shown that the p-value of the paired sample test < .001 is greater than 0.05 so it rejects the hypothesis H0 and accept the hypothesis H1. Therefore, using Socrative app will help increase the language of Hun Sen Mongkolborey high school students. From Table 2, the mean of the pre-test score was 11.8 and post-test score was 18.6 while the standard deviation of pre-test was 5.57 and post-test was 2.13.

The result of students' achievement by using Socrative through pre-test and post-test for 10th-grade students showed that the sample's post-test was higher than their pretest scores at the 0.05 level of significant. It means the sample were developed in English grammar after they were taught grammar and got practice by using Socrative.

Part 2: Student satisfaction results after using Socrative were presented with mean ($\bar{x}$) and standard deviation (S.D.), comparing the mean scores as follows: 4.51-5.00- Very Satisfied, 3.51-4.50- Satisfied, 2.51-3.50- Fair, 1.51-2.50- Dissatisfied, and 1.00-1.50- Very Dissatisfied. The level of satisfaction in Table 3 below.

Table 3 Result of the students' satisfaction after using Socrative

Statements	$\bar{x}$	S.D.	Level
1) My learning experience of using the Socrative tool in the classroom is good.	3.80	1.03	Satisfied
2) The Socrative motivates me to learn English grammar.	3.90	0.99	Satisfied
3) The usage of Socrative tool encourages me to stay focus on the classroom.	3.80	0.63	Satisfied
4) The Socrative tool is able to enhance my engagement with the teacher.	4.10	0.99	Satisfied

Table 3 Result of the students' satisfaction after using Socrative (Continue)

Statements	$\bar{x}$	S.D.	Level
5) I am satisfied with the usage of Socrative tool in my classroom.	4.20	0.42	Satisfied
6) My teacher was well organized in using the Socrative app.	4.40	0.51	Satisfied
7) The explanations on Socrative's quizzes helped my understanding.	4.40	0.51	Satisfied
8) The feedback on Socrative inspired me to learn English grammar.	4.00	0.00	Satisfied
9) The Socrative app is an easy tool to use with free function for students.	4.30	0.48	Satisfied
10) Using the Socrative app can give feedback and improve my language skills.	4.20	0.42	Satisfied
Total	**4.11**	**0.59**	**Satisfied**

From Table 3, it was found that the overall level of satisfaction was at a satisfied ($\bar{x}$=4.11, S.D.=0.59). The Socrative app is an easy tool to use with free functions for students had the highest level of satisfaction ($\bar{x}$=4.30, S.D.=0.48) and my teacher was well organized in using the Socrative app as well as the explanations on Socrative's quizzes helped my understanding had the highest level of satisfaction ($\bar{x}$=4.40, S.D.=0.51) respectively.

Conclusion

From the study of using Socrative app to find weaknesses in English class of 10th grade students in Banteaymeanchey, Cambodia, it was found that using Socrative app could help increase the language of Hun Sen Mongkolborey high school students. The mean of the pretest score was 11.8 and posttest score was 18.6 while the standard deviation of pre-test was 5.57 and post-test was 2.13. The result of students' achievement by using Socrative through pre-test and post-test for 10th-grade students showed that the sample's post-test was higher than their pretest scores at the .05 level of significant. It means that the sample were developed in English grammar after they were taught grammar and got practice by using Socrative. Moreover, the overall level of satisfaction was at a satisfied ($\bar{x}$=4.11, S.D.=0.59). The Socrative app is an easy tool to use with free functions for students had the highest level of satisfaction ($\bar{x}$=4.30, S.D.=0.48) and my teacher was well

organized in using the Socrative app as well as the explanations on Socrative's quizzes helped my understanding had the highest level of satisfaction ($\bar{x}$=4.40, S.D.=0.51) respectively. Therefore, Socrative is the good choice for applying in English class because it is an online response system that transform the classroom to be fun and enjoyable. As the result of the pretest and posttest has shown that using Socrative app enhanced Mongkolborey high school students' language use and perform well in exam. Additionally, students are satisfied with the learning they get from using the Socrative app on the good level up based on the post-survey. Moreover, it helps teachers to simply create quizzes and other educational exercises to help students improve their learning performance in language use. Importantly, it provides the effective instant feedback in English language learning to high school students in Cambodia.

Discussion

The research results indicated that students had received the better scores in doing the quizzes in grammar section after integrating Socrative app in online class. By implementing online quizzes via Socrative, students could practice doing the quizzes many times to improve and develop their understanding about grammar section. However, the teacher should be well-prepared in advance for developing quizzes, and students should be told in advance so that they can prepare materials and find a good internet location.

By doing the paper test for pretest, students felt not so interesting to do it because they had done many times with different teachers. Moreover, they spent more time to do the quizzes on the paper and they got low scores as well. Due to an internet outage, pupils were unable to submit their results on time. As a result, the researcher had to wait for the students to submit their results, which took some time. Some students, however, choose to utilize paper-based examinations as a traditional tool because they believe they are more trustworthy because they do not have to worry about technical issues such as difficulty login into the quiz room or running out of battery life. To address this issue, teachers should remind students to bring fully charged mobile phones to class and allow them to check in at the start of class to save time.

According to the situation, students were expected to participate in engaging activities and switch from a paper to an online test. Because students have varied learning styles, teachers should create more effective teaching and learning tactics for them in the digital era. A variety of teaching materials and approaches should be used in the classroom. One of the most crucial missions for teachers who want to properly teach their students is to find an effective teaching and learning procedure. Effective language learning strategies (LLS) must be implemented to encourage students' skills or aptitudes to identify a proper manner or what works for them, to shift old teaching styles, and to use some new and unfamiliar strategies (Matsvange, Mugomba, & Sithole, 2021; Nguyen & Terry, 2017). As a result, a number of factors, including both learning and learner variables, influence the effectiveness of language learning procedures (Nguyen & Terry, 2017). Additionally,

e-learning has been proven to have numerous advantages because e-learning engages students, increases student-to-student engagement, is a handy way to submit assignments, decreases commuting and material costs, and is a simple way to store information (Matsvange et al., 2021). Importantly, based on the study entitled "Impact of Teaching Language Learning Strategies on Learning English as Additional Language" it was claimed that teachers must recognize the value of language learning practices in order to achieve teaching and learning objectives (Javed, 2017).

The result of students' achievement by using Socrative through pre-test and post-test for 10th-grade students showed that the sample's post-test was higher than their pretest scores at the .05 level of significant. It means the sample were developed in English grammar after they were taught grammar and got practice by using Socrative. It was because students were participated and enjoyed doing online quizzes using Socrative app. Moreover, the overall level of satisfaction was at a satisfied that they felt positive is using the Socrative because the Socrative app is an easy tool to use with free functions as well as the explanations on Socrative's quizzes helped students' understanding.

Recommendations for Implementation

Teachers can use Socrative to develop polls, exercises, quizzes, and games to enhance two-way dialogue between teachers and students. However, this study focuses on grammar sections in English class of grade 10th. Teachers should be well-prepared for designing the quizzes and informed to students in advance to let them prepare the material and find good place for internet. There are some problems during conducting the study because students could not submit the results on time because of the internet problem.

Recommendation for Future Research

Socrative app is a beneficial digital tool for users because it is simple, free, and can be used to measure language skills in a pleasant, encouraging, and supporting manner. Therefore, researchers should focus on large group to conduct the research in different skills to find the effectiveness of this app.

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