

Students' Self-Efficacy And Technology Acceptance Of Nicenet In Efl Classroom

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ABSTRACT

The objective of this study were: to measure students' Self Efficacy in Nicenet in EFL Classroom, to investigate whether or not there was any difference in terms of technology acceptance and Self-Efficacy between male and female students as well as between students' having difference experience with Nicenet, to measure students' technological acceptance of Nicenet in EFL Classroom and to investigate students' perception about the benefits and the drawbacks of Nicenet. This study adopted a mixed method design which employed both qualitative and quantitative research design. Instruments of the study were questionnaire, interview guideline and relevant documents. The study was conducted at the English Language Education study program, in Halu Oleo Univesity, involving students who had joined and experienced the use of Nicenet in their class. Fifty students participated in this study by filling out a questionnaire and 8 students were interviewed to obtain more information related to their response in questionnaire. Result of the study showed that generally the students could be grouped into two levels of Self-Efficacy; a high level and medium level. Regarding to the second research question, it was discovered that there was no significant differences between male and female as well as between Nicenet experiences. A slightly contradictory result found in the students' responses to the questionnaire and interview which were set out to

seek positive answer to the third research questions. While generally the students expressed their positive acceptance to technology, they gave different information in the interview. As far as the fourth research question was concerned, more benefits and drawbacks of Nicenet had been revealed based on the students' responses to open-ended questions and interview.

1. INTRODUCTION

There are number of researches conducted in the area of students' perception and online course by using Learning Management System (hereafter named LMS) (Jurczvk, Benson & Saveri, 2004; Smart & Cappel 2006; Buzetto 2008; Lee & Mendlinger, 2011; Fageeh, 2011; Suharono, Astuti & Kertahadi 2014). Nonetheless, it is important to bear in mind that the factors influencing the perception of satisfaction may vary among different countries and societies. This could lead us to suppose that their belief in their efficacy also may become one of the factors in learning. Arguing in a similar vein, Bandura (1997) said that People's belief in their efficacy influenced in their choices, aspirations, and how much effort they mobilized in a given endeavour. Along with the above statement, Lee & Mendlinger (2011) found in their research that Computer/LMS Self-Efficacy is one of the key factors for success of any online program. It has a positive impact on behavioural intention toward online acceptance and satisfaction.

Furthermore, LMS self-efficacy is defined as self-assessment regarding one's skills using LMS, may be a critical factor in e-learner satisfaction (Lee & Hwang, 2007). Along with Lee & Hwang, Eachus and Cassidy (2002) stated that self-efficacy is an important factor in understanding the frequency and success with which individuals use computers. Self-efficacy for technology use may be an important factor for student participation and performance. With courses being taught fully online or in hybrid settings (face-to-face and online), it has become important for students to be confident in their technology skills. Therefore, knowing whether the students have that confident in using technology is also needed for the lecturer or teacher to create more effective class.

The attitudes and the self-efficacy that feature learners' perceptions of the Internet have been identified as interests and performance in Internet-based learning environments (Peng et al., 2006). Suharno (2014) points out that perceptions on system, information and service quality are critical to make decision to use or not to use the system and the level of satisfaction after using it. Besides the use of the system, Ives and Olson (1984) argued that it also relates to the user of the system, the levels of usage, the attitude of accepting and rejecting an information system; as well as the duration of use, the amount of connect time, regularity of use, and the motivation to use is used as measurement criteria. In Conclusion, software satisfaction, efficiency, effectiveness, and information satisfaction become the measurement criteria of satisfaction related with the use of e-learning systems (McGill and Klobas, 2005).

This recent study focuses on investigating the student perception by adopting the popular model in investigating perception through online learning called

Technology Acceptance Model (TAM). David (1989) (cited in Liyanagunawardena, 2008) stated that Technology Acceptance Model (hereafter called TAM) is a significant research in this area of research literature and it suggests that the usefulness and ease of use predict system usage through the mediating variables of attitude and intention. TAM will be useful to know whether one system is already well accepted by the students or not in one population.

In Halu Oleo University, LMS has been used for many years now. Particularly, Nicenet has been used in English Department since 2012 for several courses, such as CALL (Computer-Assisted Language Learning), Reading as well as writing. The students have the obligation to join the class since it is a required course from the University. Both the students and the lecturers are new with Nicenet or any other LMS. However, there are also the lecturers who have used this LMS (Nicenet, Edmodo, etc.) since couple of years ago.

Although this LMS has been used by several English lecturers in Halu Oleo University, only little research and attention was devoted to students' perception of the system's acceptance, especially students' self efficacy in using computer or joining online class in Nicenet. Therefore, this recent research will cover and investigate the relationship between students' perception and the actual use of the system. Additionally, this recent research will be only focus on Nicenet which has been used lately in English Department.

This proposed study is guided by several research questions as follows:

1. What is the level of students' Self-Efficacy toward Nicenet in English Department of Halu Oleo University?
2. Is there any difference in LMS Self-Efficacy in terms of gender and experience?
3. What is students' Technology Acceptance of Nicenet in EFL Class?
4. What are the perceived benefits and drawbacks of Nicenet?

2. LITERATURE REVIEW

2.1. Nicenet and Online Learning

Nicenet ICA (Internet Classroom Assistant) is one of the popular LMSs in online learning sector (Katie, 2009). This is proved by the latest information from Nicenet.org which shared that in the last month of January 2016, there are 9,956 users who have logged into the ICA, representing 1,941 active classes. Classroom in more than 25 countries at a wide range of age levels and disciplines use the ICA every week. Nicenet also receives over 100,000 individual page views per day. Nicenet also is a web-based tool for running an educational program at any level:

a college course, a second-grade class, or a medical school course (Katie, 2009). This suggest us that there is no limitation or boundaries to everyone from every field who eager to use Nicenet as their online learning platform. Moreover, it has capabilities for two-way communication between members; for announcing schedules and schedule changes; for reminding you of tasks; for sharing useful web links with other members; and for submitting text information electronically. This implies that Nicenet is trying to provide their best services to whoever the user is.

2.2. Self-Efficacy

Self-efficacy is broadly defined as the self-judgment of students in terms of their capability for specific learning outcome. Bandura (1997) who is well-known as the pioneer of self-efficacy theory defined *self-efficacy* as: beliefs in one's abilities to carry out a desired course of action. According to Bandura (1997), sources of self-efficacy and the self-beliefs of students are from mastery experience (performance on previous similar tasks); vicarious experience (modelling, or the observation of others' performance on similar tasks); verbal persuasion (feedback from significant others); and physiological and emotional reactions (e.g., anxiety) to specific tasks.

2.3. Source of Self-Efficacy

There are several source of Self-Efficacy stated by Bandura. The explanation is shown below:

a. Mastery Experience

The case for the contextual role of self-efficacy in human behavior can be made by exploring the four sources from which these beliefs are developed. The most influential source of these beliefs is the interpreted result of one's purposive performance, or mastery experience. Bandura's (1986) emphasis that one's mastery experiences are the most influential source of self-efficacy information has important implications for the self-enhancement model of academic achievement, which contends that, to increase student achievement in school, educational efforts should focus on altering students' beliefs of their self-worth or competence.

b. Vicarious Experience

The second source of efficacy information is the vicarious experience of the effects produced by the actions of others. This source of information is weaker than the interpreted results of mastery experiences, but, when people are uncertain about their own abilities or have limited prior experience, they become more sensitive to it. As Schunk (1981) has demonstrated, the effects of models are particularly relevant in this context. A significant model in one's life can help instill self-beliefs that will influence the course and direction that life will take.

c. Verbal Persuasion

Individuals also create and develop self-efficacy beliefs as a result of the verbal persuasions they receive from others. These persuasions involve exposure to the verbal judgments that others provide and is a weaker source of efficacy information than mastery or vicarious experiences, but persuaders can play an important part in the development of an individual's self-beliefs (Zeldin & Pajares, 1997).

d. Physiological State

Physiological states such as anxiety, stress, arousal, fatigue, and mood states also provide information about efficacy beliefs. Because individuals have the capability to alter their own thinking, self-efficacy beliefs, in turn, also powerfully influence the physiological states themselves. Bandura (1997) has observed that people live with psychic environments that are primarily of their own making. It is often said that people can "read" themselves, and so this reading comes to be a realization of the thoughts and emotional states that individuals have themselves created.

It is important to restate that these sources of efficacy information are not directly translated into judgments of competence. Individuals interpret the results of

events, and these interpretations provide the information on which judgments are based. The types of information people attend to and use to make efficacy judgments, and the rules they employ for weighting and integrating them, form the basis for such interpretations. Thus, the selection, integration, interpretation, and recollection of information influence judgments of self-efficacy.

2.4. Technology Acceptance Model (TAM)

Technology Acceptance Model (TAM) can be defined as a model in which the way people accept the existence of technology in life can be measured. Based on the theory of reasoned action, the technology acceptance model (TAM) suggests that user acceptance of technology is driven by users' beliefs about the consequences of that usage. According to Davis (1989), perceived ease of use and perceived usefulness are the two main factors affecting users' acceptance behaviours. Davis defined perceived ease of use as the degree to which an individual believes that using a particular system would be free from physical and mental efforts and defined perceived usefulness as the degree to which an individual believes that using a particular system will enhance his or her job performance. In particular, TAM predicts that users embrace new technology when their perceptions of the ease of use and the usefulness of the technology are positive.

2.5. TAM and Research in Online Education

Adapting TAM to examine student satisfaction and technology adoption in online classes, Lin found that student intention to use technology affected their learning outcome in the online class environment (Lin, 2005). Previous studies recognized that students' familiarity with technology usage and perceptions of how they are supported by online learning systems influenced student satisfaction (Liu et al, 2009; Hammound et al, 2008; Changcit, 2007). Therefore, the technology acceptance behavior of students may influence satisfaction with online learning because technology and communication tools play deterministic roles.

Furthermore, TAM is chosen to use in this study because prior research has found TAM as the most influential, commonly employed, and highly predictive model of IT adoption (Adams, Nelson & Todd, 1992; Davis, et al., 1989; Venkatesh & Davis, 2000; Lee, Kozar, & Larsen, 2003; Venkatesh & Bala, 2008). Though TAM was designed to study technology acceptance decisions across different organizational settings and users' population, research on TAM's application in education was limited in past (Teo, Lee & Chai, 2008). Recently, adopting TAM as an explanatory tool in investigating e-learning processes has become a trend (Park, 2009). This study delved more deeply to the TAM research by applying it in the education sector, especially in investigating students' respond in the using of Nicenet. Also, it contributed to the TAM literature by proposing an extension of the original TAM framework. The study examined the effect of three external variables on the five original TAM constructs. A discussion of the research model and hypotheses follows. (See Research Framework)

2.6. Self-Efficacy and Online Learning Acceptance

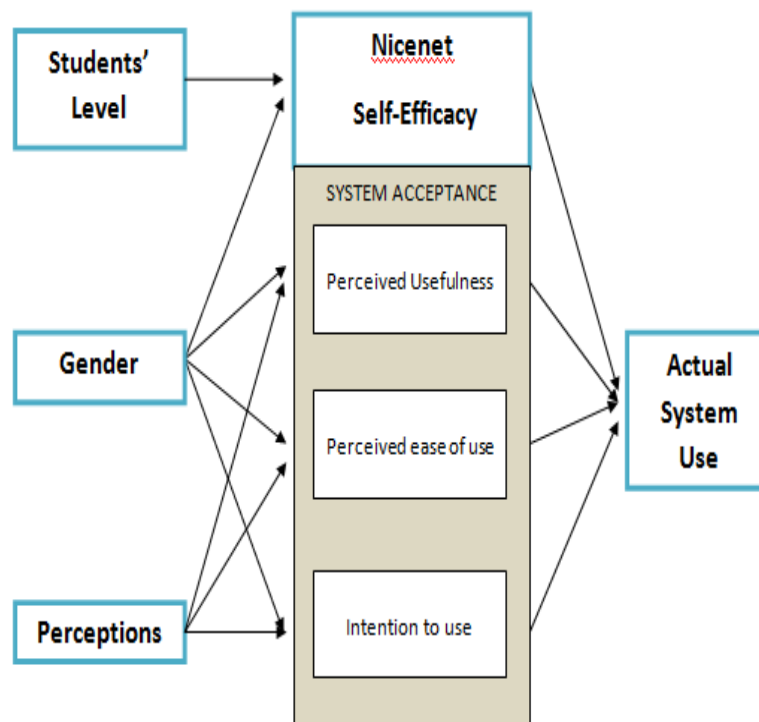
As has been mentioned from the previous explanation about Self-Efficacy, it refers to an individual's belief that one has the ability to perform a particular behaviour.

Bandura defined self-efficacy as an individual's judgment of the individual's capabilities to organize and execute courses of action required to attain designated types of performances. He further stated that people's beliefs in their efficacy influenced their choices, their aspirations, and how much effort they mobilized in a given endeavour. Self-efficacy should not be considered as a measure of a specific skill because it concerns the extent to which individuals believe they can perform by using their skills. Thus, self-efficacy could be understood as a key mechanism that accounts for the interactive relationship between internal forces and external stimuli that affect human behaviour. Individuals who perceive themselves as highly self-efficacious tend to initiate a sufficient effort that may produce successful out-comes, whereas those who perceive low self-efficacy are likely to cease their efforts prematurely and fail in the task.

To the same extent, self-efficacy toward online learning, which is a situation-specific form of efficacy, refers to individuals' judgment of their capabilities to use online learning systems (including computers, the Internet, and web-based instructional and learning tools). Marakas, Yi and Johnson (1998) pointed out that there is a difference between task-specific and general self-efficacy. Marakas et al. (1998) suggested that individuals who have high technology self-efficacy were more likely to report higher perceptions of usefulness and ease of use. Even for users with general self-efficacy, there may be a lack of task-specific self-efficacy.

2.7. Research Framework

Building the above statement, it will be useful to understand how students' LMS Self-Efficacy and their perception of system acceptance in online classes to Nicenet will be studied in this research by looking at the research framework.



3. METHODS

This study adopted a mixed method design which employed both qualitative and quantitative research design. Instruments of the study were questionnaire, interview guideline and relevant documents. The study was conducted at the English Language Education study program, in Halu Oleo University, involving students who had joined and experienced the use of Nicenet in their class. Specifically, there were 50 subjects of this study gathered from English Department of Halu Oleo University year 2012-2013 who already experience Nicenet for 1 and 2 years. The fifty students participated in this study by filling out a questionnaire and 8 students were interviewed to obtain more information related to their response in questionnaire. There were two kinds of questionnaires that are used in this research. The first questionnaire is demographic questionnaire which asks students' name, address, gender, age, academic class, and other thesis stuff. The second questionnaire is LMS Self-Efficacy adapted from Mohamed and Karim (2012) who creates the LMS Self-Efficacy Scale by combining 2 different scales from Davis (1989) about System Acceptance and Self-Efficacy scale from Compeau and Higgins (1995). The TAM and Self-Efficacy questionnaire has been piloted on Saturday, October 10th, 2015 and there are 19 questions (14 questions are related to TAM and 5 questions are related to LMS Self-Efficacy) plus one open-ended questions which asks students' personal thought of Nicenet's Strength and Weakness.

Questionnaires were analyzed by using Descriptive Statistic (Frequency Analysis) by SPSS ver. 20, while the Interview and Open-Ended Question were analyzed through qualitative way; Coding into transcript and categorizing based on the answer into strength and weakness.

4. FINDINGS AND DISCUSSION

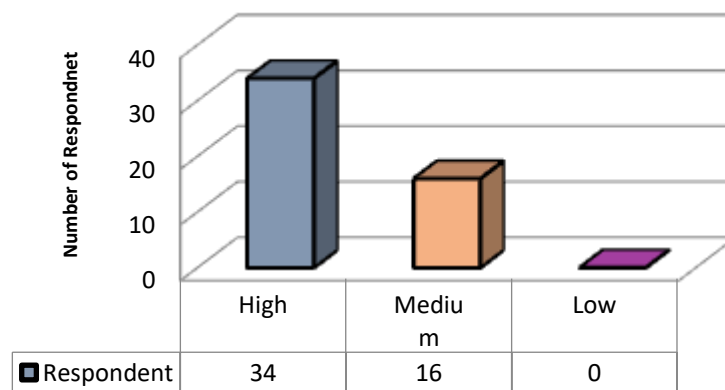
4.1. Findings

Based on research questions, this section is divided into three sections. The first section presents the results about students' self-efficacy level in English Department of Halu Oleo University. Second section reported the results about students' differences in self-efficacy and technology acceptance based on gender. The last section presents how students' perceive the system given to them during the learning process.

Analysis of students' Self Efficacy Level (Research Question No.1)

a. Quantitative Data Analysis

In this instrument, there are five questions that represent the assessment of Self-Efficacy, especially Learning Management System's Self-Efficacy. The questions are asking about students' self-efficacy in resolving certain task by using Nicenet. After getting the information of students' Self-Efficacy to Nicenet, the score of their respond is categorized into High, Medium and Low level. The scale was the self extended scale from Brown et al (2008). Below is the result of data analysis:

Students' Level of Self-Efficacy to Nicenet

The graphic above informed us the general category for students' level of Self-Efficacy to Nicenet which become the first research question in this study. This result comes from the total scale category; 25-18 is categorized as High, 17-9 is categorized as Medium, and 8-1 as categorized as Low Level. Regarding to the result analysis (see Graph 4.1), 34 of 50 respondents categorized as High Self-Efficacy and the rest 16 respondents categorized as Medium level. However, there is no one who categorized to have low SE since the low score is in 15 which means far from low level higher standard. This may indicates as a good sign to the lecture as well because overall the students' tend to have a good Self-Efficacy in Nicenet specifically, and it is expected they also have a good sign in any other LMS given to them.

b. Qualitative Data Analysis

In analyzing Self-Efficacy matter, not only quantitative data was employed. Interview also conducted to obtain deeper information related to their perceived in Self-Efficacy. The question offered is related to their confidence in accessing Nicenet, below is the detail coded in the transcripts:

Question:

Do you feel confident when the first time trying Nicenet?

"Because the mechanism is quite similar with opening blog, So I do not feel any difficulties and the lecturer also has already given the procedure to use Nicenet"

There are several of them who perceive that they feel confident when operating Nicenet since it is quite similar with Blog or any other LMS available that they have already used to support the distant learning. Meanwhile, there were several of them who still get confused to several feature in Nicenet. Below is the response related to the case?

"The first time I use Nicenet, I was confident. However, there are some features that make me confused, such as the similar link name but it has different function".

In the same vein, the other perceive the same feeling:

“At the first time, I was uncertain if I can do that. As the time pass by, I found it easy”

Based on the above transcript, the students may feel doubt when they use Nicenet for the first time. However as the time passed by and after using for several times, they get used to it. Even though there are still some of them who get confused, they still feel confident in accomplishing any task given to them through Nicenet. Nicenet is not the matter anymore for them.

Analysis of Differences in Self-Efficacy and Technology Acceptance based on Gender and Experience (Research Question No.2)

In this section, it is displayed the result of research that had been conducted by the researcher toward fifty students as the research subject. The analysis of this gender and their experience area refers to comparing the Mean score and the Independent Sample T-Test of SPSS Ver. 20. Below is the table of gender and its different in Experience distribution.

Table 4.1 Gender and Experience Distribution

Gender	Frequency	Percentage
Male	17	34%
Female	33	66%
Nicenet Experience	Frequency	Percentage
1 year	30	60%
2 years	20	40%

Based on the above table, from 50 respondents gather in this research, it was divided into 17 Male (34% of the respondents) and 33 Female (66% of respondents). In terms of experience, the respondents who experience in Nicenet for 1 year were 30 respondent, while the rest who experience Nicenet for 2 years were 20 respondents. However, this research only focuses on gender, while Nicenet Experience is discussed as additional factor on how Self-Efficacy and TAM not only might different in terms of gender.

a. Gender Matter

Below is the result of Independent sample T-Test of Gender test regarding to the four factors; Intention to Use (ITU), Perceive Usefulness (PU), Perceive Ease of Use (PEOU) and Self-Efficacy (SE).

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total Intention to Use	Male	17	12.65	2.290	.555
	Female	33	14.45	1.922	.335
Total Perceive Usefulness	Male	17	12.76	2.412	.585
	Female	33	14.18	2.530	.441
Total Perceive Ease of Use	Male	17	21.76	2.562	.621
	Female	33	22.82	3.459	.602
Total Self-Efficacy	Male	17	18.35	1.967	.477
	Female	33	18.88	2.522	.439

The effects of gender upon ITU, PU, PEOU and SE were examined using mean scores and standard deviations (see Table 5.7). Significant gender differences were found for ITU, PU, PEOU, and SE. These differences indicate that Female rated in ITU, PU, PEOU, and SE to use Nicenet slightly higher than Male. It can be proven by comparing their Mean Score. In ITU, Female got 14.45, while Male got 12.65. Meanwhile in PU, Female also got higher mean score, (14.18) and Male got 12.76. Moreover in PEOU, Female got 22.82, while Male got 21.76. Lastly, Female got slightly higher than Male; 18.88 for Female and 18.35 for Male in SE. In conclusion, there are differences between Female and Male in SE and TAM in terms of gender.

However, different result comes from Independent sample T-Test. In this result (see Table 5.8), the result shows that there is no significant result between Male and Female. Meanwhile specifically in ITU, the Sig. (2-tailed) is $0.05 \leq 0.05$. It implies that there is a slight difference between Male and Female in their intention to use Nicenet. Furthermore, in the other variable; PU ($0.63 > 0.05$), PEOU ($0.274 > 0.05$) and SE ($0.456 > 0.05$), it shows that there is no significant differences between Male and Female (see table 4.8).

Table 4.2 Independent Sample T- Test (Gender Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	Sig. (2- tailed)	Std. Error Difference
Total Intention to Use	Equal variances assumed	.372	.545	.005	.613
	Equal variances not assumed			.009	.648
Total Perceive Usefulness	Equal variances assumed	.000	.988	.063	.744
	Equal variances not assumed			.061	.732
Total Perceive Ease of Use	Equal variances assumed	1.293	.261	.274	.952
	Equal variances not assumed			.230	.865
Total Self-Efficacy	Equal variances assumed	1.152	.288	.457	.702
	Equal variances not assumed			.422	.648

This might happen since the result of Independent Sample T-Test refers to the general conclusion. Compared to the result of mean score who only have slightly difference, therefore, this result basically supports the result analysis of Mean Score. It is indeed has no significant correlation, yet it is merely a slight differences between Male and Female in terms of their Self-Efficacy and Technology Acceptance to Nicenet.

b. Nicenet Experience Matter

Similar case happens in Nicenent Experience between the 1 year user and 2 years user (see table 4.9). the Sig.(2-tailed) of ITU, PU, PEOU and SE are higher than 0.05 which indicates that there is no significant differences lie in Nicenet Experience.

Table 4.3 Independent Sample T-Test (Nicenet Experience)

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	Sig. (2-tailed)	Std. Error Difference
Total Intention to Use (ITU)	Equal variances assumed	5.839	.020	.379	.639
	Equal variances not assumed			.419	.692
Total Perceive Usefulness (PU)	Equal variances assumed	.846	.362	.178	.732
	Equal variances not assumed			.191	.752
Total Perceive Ease of Use (PEOU)	Equal variances assumed	.957	.333	.381	.925
	Equal variances not assumed			.413	.985
Total Self-Efficacy (SE)	Equal variances assumed	3.864	.055	.084	.662
	Equal variances not assumed			.114	.716

Based on the above table, the sig.(2-tailed) of ITU is $0.20 > 0.05$ which indicates that there is no significant result between ITU and students' experience to Nicenet. Furthermore, the same case also happens to other variable; PU sig.(2-tailed) $0.178 > 0.05$, PEOU sig.(2-tailed) $0.381 > 0.05$, and SE sig.(2-tailed) $0.084 > 0.05$. The result of those three variables also indicates that PEOU, PU and SE of students have no significant differences to their Experience.

Analysis of Students' Technology Acceptance of Nicenet (Research Question No.3)

This section shows the result about students' Technology Acceptance of Nicenet. To measure students' technology acceptance, Technology Acceptance Model by Davis (1989) was employed as the instrument. 14 questions were divided into three different topics; Intention to Use consisted of 4 questions, Perceive Usefulness consisted of 4 questions and Perceive Ease of Use consisted of 6 questions. Below is the result of the data analysis related to students' technology acceptance.

Based on the result of the three variable cover in TAM, we may conclude that the students also respond positively to the system given to them. However, this result only covers the general acceptance of the students to Nicenet. Therefore, the next section will discuss deeper about the result of interview and one additional open ended question related to their SE and TAM.

Descriptive Statistics of Technology Acceptance

Item	N	Min	Max	Mean	Std. Dev.
Intention to Use					
It is worth to use Nicenet.	50	1	5	3.68	.794

I will frequently use Nicenet in the future.	50	2	5	3.34	.745
I will strongly recommend others to use Nicenet	50	1	5	3.50	.763
I plan to use Nicenet	50	2	5	3.32	.768
Perceived Usefulness					
Using Nicenet improves my learning performance.	50	2	5	3.40	.857
Using Nicenet enhances my effectiveness in learning.	50	2	5	3.42	.758
Using Nicenet improves the quality of learning.	50	2	5	3.32	.768
Overall, I find using Nicenet useful in learning.	50	2	5	3.56	.675
Perceived Ease of Use					
Using Nicenet in learning is easy for me.	50	2	5	4.00	.728
I find it easy to get Nicenet to do what I want to do.	50	2	5	3.74	.828
Getting information from the Nicenet is easy.	50	2	5	3.88	.746
My interaction with the Nicenet is clear and understandable.	50	2	5	3.62	.725
It would be ease for me to become skillful at using Nicenet	50	2	5	3.34	.717
Overall, I find Nicenet easy to use.	50	2	5	3.88	.718
Valid N (listwise)	50				

Table 4.5 shows the descriptive analysis of students' technology acceptance. Based on the result of the three variable cover in TAM, we may conclude that the students respond positively to the system given to them. It is proven by the Mean score of each items indicate that most of the students tend to respond the items from "Uncertain to Strongly Agree". The higher Mean scores are, the more positive their respond are. However, this result only covers the general acceptance of the students to Nicenet. Therefore, the next section will discuss deeper about the result of interview and one additional open ended question related to technology acceptance.

Drawbacks and Benefits of Nicenet (Research Question No.4) – Qualitative Data Analysis

Based on the interview conducted after giving the questionnaire, all of the students agree that it is indeed easy for them to use Nicenet and they also agree that Nicenet is useful, however it does not imply that it will also affect to their Intention to Use and their plan to use in the future. Similar response also was found in their one Open-Ended question that asks about their personal thought related to the strength and weakness of Nicenet in their online class.

The interview is coded into English transcript and the open-ended question was categorized based on the responses. The interview and open-ended question were conducted to gain deeper information which cannot be covered well through close-ended questionnaire. Specifically, the interview covers their perception to Nicenet, their confidence in using it, their impression to it, and their personal problem in using it as well as their expectation to the system in the future while the open-ended covers the strength and the weakness of Nicenet based on their experience. Then, the result of their interview and Open-Ended Questions are collected and categorized into two categories; the Problems and the Benefit of Nicenet. Below is the several problems and benefits found based on the result of interview and open-ended question.

Regarding to the problem found Nicenet. Most of the students revealed that there were always possibilities of plagiarism during the class. When the lecturer asked them to submit assignment, there will be several of their friends will copy their work and submit it as their own since there is no privacy and the lack of security. Not only plagiarism, but also they found that Nicenet is not really interesting due to its simple interface. They also found that Nicenet could only cover two skills in learning language (Reading and Writing) while they expected more will happen during the class in Nicenet. Here are several expressions coded from their interview and open-ended answer:

"The negative will be: our response can be copy-paste easily by other people. The other problem is when we enter the conference, when we want to add the new topic, the word for the title is limited. So, if we have a long title, we need to make it short"

Another responses:

*"Overall nicenet is very useful as a media in EFL. The disadvantages of nicenet is about not provide any feature to improve speaking and listening. **The design is also not interesting**"*

"The display is quite boring and its font style is so standard. The features did not help us much."

Besides the problem, they also perceived that Nicenet has benefit during their online class. Based on the interview, most of the interviewees express the same feeling when it comes to the positive side of Nicenet. They agree that Nicenet is an easy to use media which can be used without much time to practice. Moreover, they also found Nicenet as an easy-to-access media since it is can be accessed even in a bad connection situation. This result also supports the result of questionnaire of Technology Acceptance. Therefore, it can be conclude that Nicenet is really friendly learning media because of its east-to-use feature. Below is the expression coded from their interview result and their open-ended result:

"Strength: it is easy to use for both teacher and students"

Another responses:

"In my opinion, using nicenet is useful to help me get a learning material easily from the lecturer. nicenet is very easy to use because it has no complicate content..."

In conclusion, there are several drawbacks and benefit can be found in Nicenet based on students' experience. The table below summarized all of the students' perception of Nicenet.

Problems	Benefits
The Very-Standard Interface	Easy to Use
Plagiarism possibility	Easy to Access
Merely a place to share	Easier to search for material
Limited into two specific skills only	Good site to share related information of the subject
A bit confusing	Useful media
It can make students be lazy	It can improve skill in learning
Limit the words to make respond through forum	Good for "Discussion group",
Finding out the assignment score is not available	Connecting students and teacher (if they all are actively participate).

Based on the above summary, it can be concluded Nicenet has both problems and benefit according to the perceptions of students in English Department of Halu Oleo University. The problem comes from the interface and lack of security and privacy which can lead to the plagiarism possibility, limited into two specifics skill only and so on. Beside its problem, Nicenet also has several benefits which make students feel enjoy when they are asking to use in their Online Course. These benefits, Easy to Use and Easy to Access, are also perceived well by the students in the TAM questionnaire. This implies that the students are consistent in giving their idea through different way of collecting data. Lastly, the explanation of the result will be discussed further in the next section.

4.2. Discussion

Regarding to discussion of this research, it involves more deeply explanation about the data of students' self-efficacy, how they differ in terms of gender, their technology acceptance to Nicenet as well as the limitations of this research.

Students' level of Self-Efficacy

Regarding to the findings related to Self-Efficacy, it can be concluded that the respondent merely categorized into two types; High Level of Self-Efficacy (34 students) and Medium Level of Self-Efficacy (16 students). Moreover in each question, more than half of the respondent response positively to each questions of Self-Efficacy measurement. This might happen because of their mastery experience after using this system for around 1 year or 2 years in different course in each semester. This findings is supported by Bandura (1986) who theorized that of four sources of Self-Efficacy (Mastery Experience, Vicarious Experience, Social persuasion and emotional states), mastery was the strongest predictor of self-efficacy. Based on the interview also revealed that they have already used Nicenet for several times, which indicates they have a lot of experience in using Nicenet.

However, based on the interview, their High and Medium Level of Self-Efficacy as well as their positive response to each question do not guarantee their interest to Nicenet. Once they felt excited, then easily get bored. This finding is different with the

previous findings based on Lent et. al (1994) who theorize that self-efficacy and outcome expectancies influence interests directly. The effect of self-efficacy beliefs on an individual's interests has been widely researched. Results indicate strong support for the theorized relation between these constructs (e.g. Lapan et. al, 1996; Schaub & Tokar, 2005).

The assumption of why the questionnaire findings could be different with their interest to Nicenet is because the overconfident matter. Stone in 1994 also found that a person that was over-confident in their abilities were high is self-efficacy and that these individuals also had less motivation and contributed less to reaching these goals. Therefore, the high level of students' self-Efficacy will not guarantee to their interest and performance in using system given to them.

Students' differences in terms of gender and in Experience

Regarding to the findings of Gender Differences, this research found that there is no significant differences in terms of gender in students' Self- Efficacy and their technology acceptance to Nicenet. This implies that even though there are not significant differences in gender, yet there are slight differences found after comparing each variable's Mean Score. The result of this study, however, has been inconsistent and research findings are inconclusive with regards to the effect of gender on this phenomenon.

However in this research, Female as well as male undergraduates seem to be equal in their receptivity to the use of Nicenet the extent of their use of Nicenet, and the purposes for which they use Nicenet. These findings seem to support the profile of contemporary undergraduates in the literature (Fulkerth, 1998; Green 1998; Sax et al., 1998). Thus, this result may vary among different sample and subject.

Students' technology acceptance to Nicenet

Based on findings of technology acceptance to Nicenet, students tend to respond the question positively in the questionnaire by giving score 3 to 5. However, the difference perception comes from the depth interview conducted after giving the questionnaire. Regarding to the result of interview, most of the interviewee express the similar thought about their acceptance to Nicenet. Overall, they found Nicenet as an easy online class, yet it makes them bored easily because of its simplicity. Furthermore, they also found a problem during their experience in using Nicenet. There is a possibility of plagiarism because everyone could download the file of others and copy-paste it as their own assignment.

Furthermore according to Davis (1989), perceived ease of use and perceived usefulness are the two main factors affecting users' acceptance behaviours. Davis defined perceived ease of use as the degree to which an individual believes that using a particular system would be free from physical and mental efforts and defined perceived usefulness as the degree to which an individual believes that using a particular system will enhance his or her job performance. However, the results in the questionnaire slightly contrast with the interview result as well as the theory of TAM. The students do

perform well by using Nicenet and perceive Nicenet as a good and easy-to-use learning media. Yet, due to several problems mentioned above, they do not seem to accept Nicenet very well.

This result might appear since the deeper interview is conducted to get deeper information related to their true feeling and perception besides giving the questionnaire that only cover their surface feeling. Indeed, they perceive Nicenet positively in the questionnaire by giving the high score for each item. However based on several considerations which is not covered by the item in questionnaire, they revealed their true feeling through interview by telling several problems which make them think twice to use Nicenet.

Moreover, several previous studies recognized that students' familiarity with technology usage and perceptions of online learning systems influenced student satisfaction (Liu et al, 2009; Hammound et al, 2008; Changcit, 2007). Given that, it is clear that the reason behind students' less interested to Nicenet anymore because they are already too familiar with Nicenet. 1 and 2 years' experience in a row prove it. They finally get bored because the similar media is used for many times for different subject.

5. CONCLUSION

In conclusion, the result of this study reveal new information related to students' Self-Efficacy, their differences in gender and experience as well as their Technology Acceptance to Nicenet. This result also found that questionnaire is indeed not enough to get students' deeper feeling to certain situation. Therefore, interview also plays an important role to obtain deeper information.

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