

Students' Perception toward ICT In English Learning

Isnaini Eddy Saputro
Isnaini1291@gmail.com

Universitas Pendidikan Muhammadiyah Sorong

ABSTRACT

The education system has been transformed to phenomena of education in the 21st century. The technology requires all the students to integrate with digital media that support the students and the teacher meeting virtually. This research used description qualitative to reveal students' perception toward ICT in English learning by distributing the questionnaire by using Google platform to 26 students in one of Universities at Sorong City. Researcher used Likerts' scale to count the percentage of students' perception. There are 20 questions in questionnaire and most students agree that learning L2 by using ICT makes them enjoyable, cheerful, and self-confident, reduce students' anxiety. They motivate to learn English through application because the applications help them to improve their cognitive in critical thinking, opinion and creativity, and creating material through technology. They use social media to learn English by watching the videos relating to English learning. To keep students' positive perception toward ICT is hoped the English teacher using various applications in teaching process which is appropriate with English skills and English components. By teaching English using applications, it motivates students to learn more and the way to acquire the target language.

Key words: Students' perception, ICT, English learning

INTRODUCTION

Teaching and learning through technology is known as information, communication and technology (ICT). It has influenced on teaching learning process. There looks difference with learning English traditionally and learning English by using technology. Ahmadi (2018) stated that the use of technology has become an important part of the learning process in and out of the class. It is rapidly development when the students learn four English skills and components of English through technology.

This shows that the education system has been transformed to phenomena of education in the 21st century. The technology requires all the students to integrate with digital media that support the students and the teacher meeting virtually. Silviyanti et al (2015) explained that technology has changed the English language teaching system as modern. The teacher and students can explore in internet what they need to complete their knowledge of English learning.

Moreover, implementation of ICT in some small towns has the challenges and impact on students and teacher's activities. The present of ICT as the new phenomenon of education in the 21st century is still being the pro and contra for students accepting as a new way in learning English. Adeliyani et al, (2021) revealed that traditional teaching and learning has changed to modern teaching learning which the teacher and students can increase their English ability by supporting of technology. All education has implemented modern teaching by using some application of ICT. It also influences toward economic and make easy to meet each other whenever and wherever. Therefore, this research has the research question "what are the students' perceptions on ICT in English learning?"

LITERATURE REVIEW

Previous Related Study

Several research had discussed students' perception toward ICT in learning English. The research from Maldague et al. (2016) revealed that students feel free to explore the source of material by using some applications of ICT. It can help the students to promote their interesting in learning L2. Therefore, they can practice their English skills such as listening, speaking, reading and writing. It will influence students cognitive to mastery of components English such as vocabulary and pronunciation. In additional, ICT forces the students to explore their idea, opinion and thought to practice their English performance. The kinds of cognitive such as motivation improving knowledge and mastery the English lesson are very influence by learning through technology. The students are being self-confident, cheerful, and interesting in the learning process.

Furthermore, Adeliyani et al., (2021) affirmed that students' respond that there are 15 applications students used in English learning. Those can help students to improve English skills. Moreover, other studies stated that the learners' positive perceptions toward ICT in learning English. The students used some electronic devices to learn L2. Students can access materials to increase their reading ability and it can help students to promote students' vocabulary because by reading students can get new words in L2.

Additionally, Ningsih et al., (2021) stated that the students feel enhance advance when they use the mobile phone in learning L2. They get easiness to access more lessons, references by using the application of ICT. The students motivate to learn English because there is no limitation of content that relates to their lesson. It aims to improve their critical thinking in language skills and also creativity by using ICT.

Synchronous and Asynchronous Platform

The learning system for currently students used refers to online learning such as synchronous and asynchronous. Agopian (2020) purposed that synchronous online instructions are video conference (Zoom, Google meet, Google Teams, etc; online chat, Facebook chat, webinars, and Skype while the tools of asynchronous are E-mails, blogs, online contents, Facebook postings, and television broadcast. Asynchronous online instructions include in ICT literacy such as E-mail, an internet, online communication, file creation, and file management. The students will get the beneficial from ICT such as easy to collect the source, learning virtually by showing the students' ability practically, learning by their style, create material by making video, web pages, create slide power point, and writing in blog. It is a way to develop their critical thinking and creativity, do self-assessment by evaluating the learning process, students can learn by their self wherever and whenever, a way for learning lifelong.

Those applications are used by the students to access the materials that are sourced from the teacher or the material can be translated to know the meaning of words. The students and the teacher can use the various digital media such as radio, television, CD rom, computers, computer assisted language learning (CALL), internet, electronic dictionary, email, blogs and audio cassettes, power point, videos, DVD or VCD. Those various applications are useful in teaching learning process. They can improve the students' motivation in learning L2. The teacher used video or movie as the innovation in teaching. It intends to make students enjoyable in learning L2. The modern teaching using technology can give effect on students' learning achievement such as creating the basic of English skills; familiar working with technology, direct students in critical thinking skill, technology skill, literacy, and other skills in the 21st century; and students' engagement in learning to achieve learning aim (Masruddin, 2014).

Students Perception

This research intends to explore the students' perceptions toward ICT in English learning. Ningsih et al., (2021) revealed the aspect of students' perception towards the use of ICT in EFL learning. There are four aspect perceptions such as:

Attractiveness aspect is supporting to use application in learning such as computer, mobile phone, data projectors, voice recorders, etc. It can help the students in EFL learning to improve English skills.

Perceived effectiveness aspect is helping the students to be effectiveness in English learning by using the application. ICT also influence toward students' learning achievement. They can complete their assignment by using ICT.

Relevance aspect helps the students in English learning through ICT. The students can access freely all lessons in internet by using some applications. The students can learn by their self for comprehending the material through ICT tools.

Perceived motivation aspect supports the students to motivate in learning English by using ICT. It will practice the students to use technology in learning process. Therefore, the students learn English in modern teaching learning. This way is innovation in English process. Thus, it motivates students to improve their English skills by using applications in ICT.

METHOD

Design and Samples

This research was case study of qualitative research. Case study was going to described deeply students' perception toward ICT in English Learning (Susanti, 2020). The subject of this research was the public health program that was 26 students in higher health education at Sorong City. The data about students' perception in English learning process of online classes was collected using closed ended questionnaires.

Instrument and Procedure

The researcher formulated the questionnaire and distributing by using Google platform. The researcher shared the link for the students through online chat as what's App account. The students asked to answer the questionnaire by choosing the statements that relevance with their perception on ICT in learning English.

The questionnaire is divided into two parts. The first part was 13 statements related to students' perceptions on ICT and 7 statements related to ICT in learning English. The questionnaire consisted with four aspects as indicators. It used the theory from Ningsih et al., (2021) such as attractiveness, perceived effectiveness, relevance and perceived motivation. It means that every aspect have indicators and this research used Likerts' scale to count how many responds of students' perception from the questionnaire.

Data Analysis

The researcher used percentage scores to determine the result of this study by coding the questionnaire of students' perception and the data was counted to determine the highest and lowest scores

Tabel 1. Scores in Percentage

Percent	Option
0%-19.99%	Strongly Disagree (SD)

20%-39,99	Disagree (DA)
40%-59,99%	Neutral (N)
60%-79,99%	Agree (A)
80%-100%	Strongly agree (SA)

(Ningsih et al., 2021).

THE RESULT AND DISCUSSION

The result shows the collecting data of students' perception on ICT in English learning. The data explains each statement that is given by the students. The researcher interprets the four aspects of perception by giving score for each statement

Table 2. Table

Options	Scores
Strongly Agree (SA)	4
Agree (A)	3
Disagree (DA)	2
Strongly Disagree (SDA)	1

items.
Scores

Table 3. Scores in Percentage

Percent	Option
0%-19.99%	Strongly Disagree (SD)
20%-39,99	Disagree (DA)
40%-59,99%	Neutral (N)
60%-79,99%	Agree (A)
80%-100%	Strongly agree (SA)

(Ningsih et al., 2021).

From the table above, the data is counted based on the score table and the data is interpreted by determining the highest scores and the lowest scores. The attractive aspects consist of 4 statements. Most students agree as the first highest score 79.2% from the statement that *ICT can really improve my English learning practice*. The second score of attractive perception is 78.4% agree from statement that *I use ICT to create my own digital learning resources (Web-pages, blogs, mind maps, etc.* The third score is 70% agree from statement that *I think that the use of ICT allows me to take greater control of my language learning*. The fourth score is 63% agree from the statement that *I think that getting information from ICT is better than using printed materials/textbooks*. The data is interpreted that the attractive perception is just below 80%.

The second aspect is perceived effective aspects. This consists of 5 statements. The highest score of effective aspect is 93% strongly agree from the *statement that I know that ICT can help me to learn many new things*. There are three statements are same score around 69.2% until 63% that indicate as agreement that *ICT does not break down too often to be of very much use in learning, teaching English Language Components (Grammar, Vocabulary, and Pronunciation) will be effective with the use of technology, ICT saves time in class*. But, there are students choose as neutral in using ICT to learn L2. The score is 58.4% with the statement that *teaching English Language Skills (Listening, Speaking, Reading, and Writing) will be effective with the use of technology*).

The third aspect is the relevance aspects. It consists of 5 statements. The highest score is 81.5 strongly agree with the statement *I enjoy using Information and Communication Technology*. There are similar scores 76.9% with the statements that *I use ICT to communicate with international peers on topics of personal interest and I use ICT to communicate with international peers on educational problem related*. The score 69,2% is relevance aspect with statement that I feel very confident when it comes to working with technology in class.

The fourth aspect is perceived motivation. It has 4 items of perceived motivation. The four aspects of perceived motivation is categorized agree. The highest score is 73.8% with the statement *I want to learn more about using ICT in class*. The score 70.7% is identified with the statement that *second language classroom should have various types of technology*. The statement of *language teachers should employ technology in their classrooms* has the score 68.4% and the statement of *students will learn better if they use technology in their classrooms* has score 62.3%.

The data is interpreted that the attractive perception is just below 80%. It means that students agree. They need ICT in learning English and it support learning L2 attractively. They can enhance their English skills through technology like watching the videos that supporting to English learning in social media. It is appropriate in other researches affirmed that learners' positive perceptions toward ICT in learning English. The students used some electronic devices to learn L2. Students can access materials to increase their reading ability and it can help students to promote students' vocabulary because by reading students can get new words in L2. (Adeliani et al., 2021)

The interpretation of perceived effective aspects are indicated some students *strongly agree* because the students hope that they can learn many things if the teacher can provide more digital media like technology that supports learning L2. The effectiveness of teaching learning process depends on what teacher provides the good facilities to support the students' learning process. Particularly, the students are learning nowadays in 21st century. Thus, they

need the innovation in learning process like engaging with technology. It indicates with students answer that learning English skills and its component effective if the teachers use ICT. Adeliyani et al, (2021) revealed that traditional teaching and learning has changed to modern teaching learning which the teacher and students can increase their English ability by supporting of technology. All education has implemented modern teaching by using some application of ICT. It also influences toward economic and make easy to meet each other whenever and wherever.

The result of relevance aspects interpreted that some students are *strongly agree* because they feel enjoy and high self-confident to use ICT in learning English and they can communicate with other people virtually in different country to get information related to education and interesting topic. It is also the way to reduce students' anxiety in communicating. The students are helped by the technology to access the meaning of the sentences. Maldague et al. (2016) revealed that students feel free to explore the source of material by using some applications of ICT. It can help the students to promote their interesting in learning L2. Therefore, they can practice their English skills such as listening, speaking, reading and writing. It will influence students cognitive to mastery of components English such as vocabulary and pronunciation. In additional, ICT forces the students to explore their idea, opinion and thought to practice their English performance. The kinds of cognitive such as motivation improving knowledge and mastery the English lesson are very influence by learning through technology. The students are being self-confident, cheerful, and interesting in the learning process.

The last aspect of perception is perceived motivation. It is interpreted that students agree to learn L2. They need technology to improve their English achievement. Moreover, they hope that English teacher can use technology to teach English in the class. They feel better when learning English through application such as mobile phone, laptop, and online dictionary. Masruddin, (2014) found that those applications are used by the students to access the materials that are sourced from the teacher or the material can be translated to know the meaning of words. The students and the teacher can use the various digital media such as radio, television, CD rom, computers, computer assisted language learning (CALL), internet, electronic dictionary, email, blogs and audio cassettes, power point, videos, DVD or VCD. Those various applications are useful in teaching learning process. They can improve the students' motivation in learning L2. The teacher used video or movie as the innovation in teaching. It intends to make students enjoyable in learning L2. The modern teaching using technology can give effect on students' learning achievement such as creating the basic of English skills; familiar working with technology, direct students in critical thinking skill, technology skill, literacy, and other skills in the 21st century; and students' engagement in learning to achieve learning aim.

CONCLUSION

Students agree to use ICT in English learning. It can help them to promote their motivation in learning L2 such as high self-confidence, cheerful, interesting, critical thinking and creativity. The role of teacher's creativity is needed to support their motivation in using ICT to learn L2. The students hope English class providing various application or technology for students enjoyable in accessing the material related to their topics and also those applications can help them to improve their English skills. It motivates students to learn more and the way to acquire the target language.

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