

## **TEACHERS AND STUDENTS' PERCEPTIONS ON THE USE OF ICT IN LEARNING ENGLISH AT A JUNIOR HIGH SCHOOL IN TUBAN**

Risa Triassanti<sup>1</sup>, Christina Innocenti Tumiar Penggabeng<sup>2</sup>, Budi Susatyo<sup>3</sup>, Agus Wardhono<sup>4</sup>, Yoliete Rohmadtis<sup>5</sup>, Sholahudin Al Magribi<sup>6</sup>

*Universitas PGRI Ronggolawe Tuban<sup>1</sup>, Indonesia*

[triassantirisa@gmail.com](mailto:triassantirisa@gmail.com)

*Universitas PGRI Ronggolawe Tuban<sup>2</sup>, Indonesia*

[christina306.cp@gmail.com](mailto:christina306.cp@gmail.com)

*Universitas PGRI Ronggolawe Tuban<sup>3</sup>, Indonesia*

[mrbudicobusat@gmail.com](mailto:mrbudicobusat@gmail.com)

*Universitas PGRI Ronggolawe Tuban<sup>4</sup>, Indonesia*

[agusward@gmail.com](mailto:agusward@gmail.com)

*Universitas PGRI Ronggolawe Tuban<sup>5</sup>, Indonesia*

[yolietier13@gmail.com](mailto:yolietier13@gmail.com)

*Universitas PGRI Ronggolawe Tuban<sup>6</sup>, Indonesia*

[sholahudinam@gmail.com](mailto:sholahudinam@gmail.com)

### **Abstrak**

Tujuan Penelitian ini berfokus pada persepsi siswa dan guru mengenai penggunaan media TIK dalam belajar bahasa Inggris. Penelitian ini juga bertujuan untuk menentukan sikap siswa dan guru tentang penggunaan dan manfaat media TIK dalam belajar dan mengajar di kelas bahasa Inggris dan untuk mengetahui masalah yang dihadapi oleh guru ketika menggunakan atau mengoperasikan media TIK di kelas bahasa Inggris. Studi ini menggunakan pendekatan kuantitatif deskriptif yang menerapkan survei. Data dikumpulkan dari survei berupa pemberian kuesioner atau kuesioner, yang melibatkan 10 siswa yang dipilih secara acak dari kelas VI dan VII serta dua guru bahasa Inggris di SMP PGRI 3 Tuban. Data kuantitatif yang diperoleh dianalisis dengan menghitung persentase setiap item dan rata-rata untuk menarik kesimpulan secara deskriptif. Temuan penelitian ini mengungkapkan respon positif dari guru dan siswa mengenai penggunaan media TIK di kelas bahasa Inggris, siswa merasa bahwa belajar bahasa Inggris menggunakan media TIK lebih menyenangkan dan tidak membosankan di kelas, mereka juga lebih antusias dalam berpartisipasi dalam pembelajaran bahasa Inggris di kelas. kelas, siswa juga merasa lebih memahami materi bahasa Inggris ketika guru menggunakan TIK atau TIK untuk mengajar di kelas. Guru juga merespon dengan sangat baik di mana guru setuju dengan penggunaan media TIK di kelas dan guru merasakan manfaat menggunakan media tetapi ada beberapa kendala yang dihadapi oleh guru ketika menggunakan ICT, seperti kendala operasi. Studi ini memberikan wawasan tentang bagaimana siswa dan guru memandang TIK sebagai alat pengajaran dan pembelajaran yang dapat membantu memberikan pengalaman belajar bahasa Inggris yang lebih baik, serta mengidentifikasi hambatan yang dirasakan guru saat menggunakan media TIK.

*Kata kunci: Bahasa Inggris, Pengajaran Pembelajaran Bahasa Inggris (ELT), Teknologi Informasi dan Komunikasi (TIK), Persepsi Siswa, Persepsi Guru*

### **Abstract**

*This study focuses on the perceptions of students and teachers regarding the use of ICT media in learning English. This study also aims to determine the attitudes of students and teachers about the use and benefits of ICT media in learning and*

*teaching in English classes and to find out the problems faced by teachers when using or operating ICT media in English classes. This study uses a descriptive quantitative approach applying survey. Data was collected from a survey in the form of giving a questionnaire or questionnaire, which involved 10 randomly selected students from grades VI and VII and two English teachers at SMP PGRI 3 Tuban. The quantitative data obtained were analyzed by calculating the percentage of each item and the average to draw conclusions descriptively. The findings of this study revealed a positive response from teachers and students regarding the use of ICT media in English classes, students felt that learning English using ICT media was more fun and not boring in class, they were also more enthusiastic in participating in English learning in class. class, students also feel more understanding of English material when the teacher uses the TIK or ICT to teach in the classroom. The teacher also responded very well where the teacher agreed with the use of ICT media in the classroom and the teacher felt the benefits of using the media but there were several obstacles faced by the teacher when using ICT, such as operating constraints. This study provides insight into how students and teachers view ICT as a teaching and learning tool that can help provide a better English learning experience, as well as identify the barriers teachers feel when using ICT media.*

*Keywords: Learning English, English Learning Teaching (ELT), Information and Communication Technology (ICT), Students' Perception, Teachers Perception*

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## INTRODUCTION

It is a fact that technological advances have had such a huge impact in the field of education, especially in learning English as a foreign language. The use of ICT in learning English can help students improve their language skills (Khaloufi & Laabidi, 2017). We know that in Indonesia, English is an important subject taught in education. English teachers are expected to provide effective teaching for students in learning English. but most teachers use conventional methods, namely methods where learning is oriented towards textbooks. Therefore, most students feel bored and bored with English lessons, this is supported by the statement of experts that teachers should not depend on the material that

will only be taught. It is necessary for teachers to consider the characteristics of learners who are taught in successful and meaningful learning (Juhana, 2014)(Ebrahimi & Zamanian, 2014). It is clearly noted that "it is important to know more about the characteristics of young people. is to have effective teaching such as teaching styles, methods, learning materials, lesson plans, and how to get along with them."

In Juhana's statement, there are important things in compiling effective teaching, namely teaching methods and styles. It can be said that these teaching methods and styles can attract students' interest by using good and fun learning media for students in order to arouse students' interest in learning languages. English, the medium is ICT. because

what we know with the use of ICT teachers do not only focus on conventional learning but "multimedia elements such as images, text, audio, video, animation and interactivity are now a part of delivering authentic material and interactive presentations in language classes (Shetzer and Warschauer, 2000). that way learning will not feel boring and students are more enthusiastic in learning. Similarly, (Sivapalan & bt Wan Ahmad, 2010) found that the use of ICT for learning literature has increased students' understanding. However, there are some teachers who feel that there are obstacles in the use of ICT media in the classroom, as a result, teachers still focus on conventional media and only use ICT media in certain materials, it may be due to some teachers who are hesitated to make teaching materials with ICT media or equipment in schools. inadequate in carrying out the learning. This is a reality for teachers and students in private schools in the city of Tuban, teachers and students feel that ICT is useful and helps in the teaching or learning process in English classes but there are obstacles experienced by teachers when the teaching and learning process uses ICT media (Akbar & Amraj, 2018). Therefore, the use of

ICT needs to be investigated further to determine students' perceptions and expectations of the use of ICT in learning English in grades VII and VIII at SMP PGRI 3 Tuban. Therefore, this study aims to determine the opinions of teachers and students about learning English with ICT media and the obstacles or obstacles faced by teachers when using ICT media in the classroom. This study tries to answer the questions: 1. What is the teacher's perception of ICT media in English lessons?, 2. How are students' perceptions of the use of ICT media in English lessons?, 3. What are the obstacles faced by English teachers in using ICT media in English lessons? classroom learning?

#### THEORETICAL FRAMEWORK

ICT stands for Information and Communication Technology and refers to 'the diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information' (Blurton, 1999; Albirini, 2006; Simin and Mohammad Sani , 2015). According to the Big Indonesian Dictionary, ICT can process and distribute information in digital form. It can be said that ICT is a tool that can be used as an interactive learning medium in the English class (Gamlo, 2019b).

In ELT classes, teachers usually use various English learning plans such as online classes in blended learning, in TEFL there are also lessons such as audio and visual to support students' ability to learn English in class (Jay Becker, 2000). For learning speaking, reading or writing. In this case of learning without us knowing it we use ICT media in applying our learning, and ICT media supports us to teach English more creatively and more easily understood by students. In learning English we know that the use of ICT in teaching English makes students tend to have positive perceptions and positive attitudes towards the integration of ICT in the classroom (Boutonglang & Flores, 2011; Harris, 2011) (Jay Becker, 2000). Using ICT in the classroom has great potential for learning English. It can offer an active learning process and motivate students. Technological equipment such as TV, Laptop, Projector, and interactive videos will affect students' attitudes in the English learning process. Learners can develop their language skills and provide a sense of freedom and encouragement by using various technological tools (Krista & Jay, 2001) (Asnadi et al., 2018).

Despite the benefits of using ICT in the classroom, research shows that there

may be obstacles that teachers face in applying ICT media to English lessons. Bingimlas (2008) (Popovici & Mironov, 2015) shows that the barriers to the application of ICT in the teaching and learning process are divided into two, namely barriers at the teacher level and at the school level. Teacher level barriers including problems such as lack of confidence in using ICT, lack of competence, and resistance to change and negative attitudes towards ICT use were found. As for school-level barriers, issues such as lack of time, lack of effective training, lack of accessibility and lack of technical support are said to affect the use of ICT in schools. However, according to Mahdum, Hadriana and Safriyanti (2019) (Gupta, 2017), it is important to examine all these obstacles because they are important in increasing teacher readiness, especially regarding the use of ICT in teaching and learning activities. Thus, this study develops and investigates the use of ICT in English classrooms at SMP PGRI 3 Tuban. It focuses more specifically on teacher and student perceptions based on the practice of using ICT for teaching and learning (Verhoeven et al., 2012).

A number of studies related to the use of ICT in learning English have

been carried out around the world. For example in Saudi (Gamlo, 2019a) (Gupta, 2017; Senjaya et al., n.d.) or in Banten, Indonesia (Amraj, 2018) (Senjaya et al., n.d.) which discusses ICT in English Language Learning. In their context they tend to focus on investigating student perceptions and teacher barriers to using ICT media. The first research that took place in Saudi Arabia involved 120 female students at the English Language Institute (ELI). The research analysis revealed positive attitudes among students about the use of ICT in learning and teaching English. Students consider ICT as a useful tool that can be used to access authentic materials, besides students strongly agree that ICT can increase the independence of learning English. And another study that took place in the province of Banten, Indonesia involving students at SMP Harapan Jaya II This study revealed that teachers have a good perception of the ICT-based materials applied, and students show motivation to learn English both inside and outside the classroom. However, teachers experience problems when carrying out activities in the classroom because the school's foundation does not support ICT-based learning. Therefore, he rarely uses the projector in class.

Second, based on the findings, students have a good perception of learning English by using ICT-based materials. 81.8% of students found this strategy fun. Third, this finding also shows that there is some improvement in student achievement on vocabulary tests.

## RESEARCH METHOD

This study was conducted at SMP PGRI 3 Tuban in 2020-2021. The design of this research is descriptive quantitative research in which survey is used as a method to collect data. Surveys are basically quantitative research that is used to obtain or identify trends, opinions, behaviors, or characteristics of a population through samples (Creswell, 2012; (Noor, 2011) (Pardede, 2020b; Verhoeven et al., 2012). because this study aims to determine the perceptions of teachers and students regarding the use of ICT media in learning English, these perceptions are included in their opinions about ICT media in English classrooms, whether the media get a good response or vice versa. The participants in this study were 2 English teachers and 10 students from grades VII and VIII at SMP PGRI 3 Tuban. In analyzing the data the researchers used quantitative methods. namely data in the form of numbers or percentages of

the results of the questionnaire. This questionnaire consists of 35 items using a range scale, namely (1. Agree, 2. Uncertain, 3. Disagree). 15 statements for students, namely about cognitive domains and domains and 20 questions for teachers regarding objectives, teaching materials, interests, needs and conditions of students, effectiveness and efficiency, and ability to operate as a reference to determine the teacher's perception of the use of ICT in learning English. Interviews were conducted on Thursday, June 10, 2021 and the provision of questionnaires to students in grades VII and VIII, while the teacher's questionnaire was given on Thursday, June 17, 2021. This data collection was also added to the presence of interviews with English teachers at SMP PGRI 3 Tuban regarding the obstacles in using ICT in learning English. In analyzing the data obtained, the researcher did a transcript, coding and reducing the data and counting the total number of statements in the questionnaire and the number of respondents, calculating the Likert scale (agree, undecided, and disagree) based on each statement item then the last stage was calculating the percentage the results of the Likert scale (agree, undecided, and disagree). From the average percentage based on

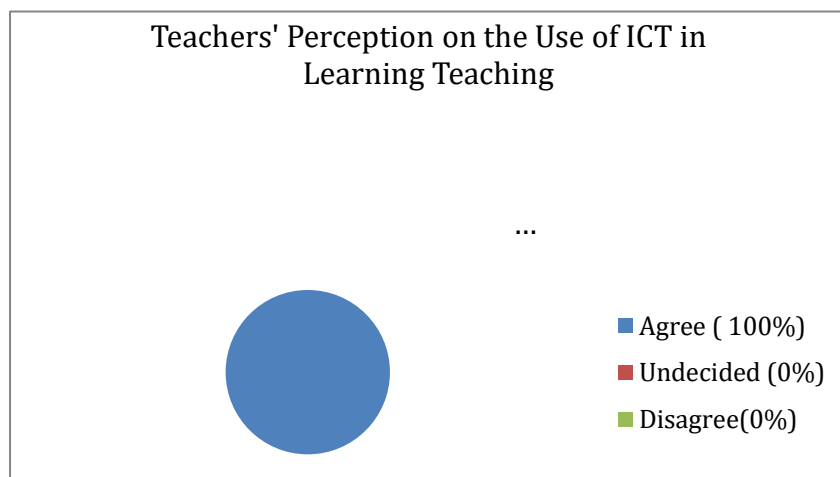
the range scale (Likert scale) we get the results of how teachers and students perceive ICT media in learning English.

## RESULTS & DISCUSSION

In this study, it is useful to find out how the perceptions of teachers and students about ICT media in learning English are obtained and the data obtained are as follows: Teacher's perception of ICT media in learning English.

To answer the first research, a questionnaire was used to assess the perceptions of two English teachers. The following are the results of the two respondents regarding the use of ICT media in learning English which is supported by Sanjaya (2008) (Goodwin et al., 2015) theory.

Dimensions	Number of Items	Teacher's Response		
		Agree (%)	Undecided (%)	Disagree (%)
Ability to Operate	1	100.00	0.00	0.00
	2	100.00	0.00	0.00
	3	100.00	0.00	0.00
Effectiveness and efficiency	4	100.00	0.00	0.00
	5	100.00	0.00	0.00
	6	100.00	0.00	0.00
Objective	7	100.00	0.00	0.00
	8	100.00	0.00	0.00
Student's interest, needs and condition	9	100.00	0.00	0.00
	10	100.00	0.00	0.00
	11	100.00	0.00	0.00
	12	100.00	0.00	0.00
Teaching material	13	100.00	0.00	0.00
	14	100.00	0.00	0.00
Average		100.00	0.00	0.00



From the pie chart data, it was found that both respondents gave their approval for the use of ICT media in learning English. In fact, 100% of the two English teachers agree that ICT

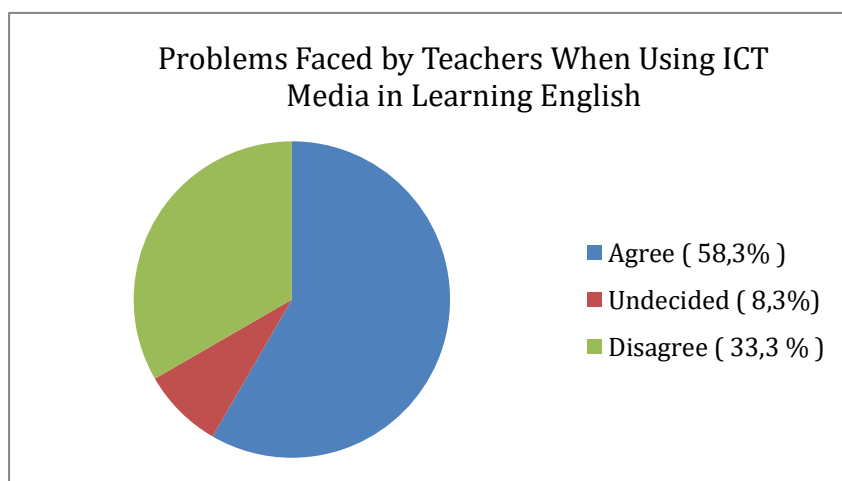
media is very useful and effective in learning English. Teachers at SMP PGRI 3 Tuban also have quite good skills in the field of ICT. Based on interviews with the two English

teachers, it was concluded that students were more active and interested in ICT media in learning English, because both teachers felt that learning by using power point, youtube, or other media made students not feel bored.

the results obtained from research on teacher constraints in the use of ICT media in English lessons are as follows:

**Problems faced by teachers when using ICT media in learning English.** In learning English using ICT media, of course, there are obstacles that may be faced in the learning process in the classroom. Therefore,

Dimensions	Number of Items	Teacher's Response		
		Agree (%)	Undecided (%)	Disagree (%)
Operating problem	15	100.00	0.00	0.00
	16	50.00	0.00	50.00
	17	100.00	0.00	0.00
Another obstacle	18	50.00	0.00	50.00
	19	0.00	50.00	50.00
	20	50.00	0.00	50.00
Average		58,33	8,33	33,33

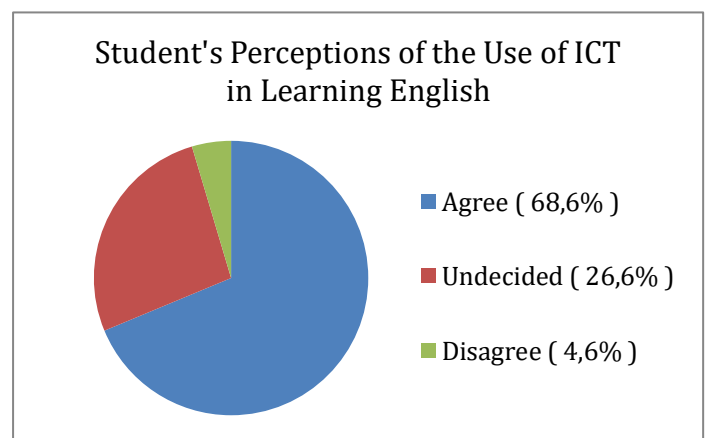




From the pie chart data, it was found that the two respondents did not have the same problems in using ICT media in English class. In addition, from the results of the calculation of the agreed percentage of 58.3%, it was found that only half of the obstacles in the questionnaire were faced by teachers when using ICT media in the classroom but the rest of these obstacles did not have much effect on ICT learning in English classes. While the percentage of doubt is 8.3%, it is found that the possibility of teachers feeling that these obstacles have no effect on learning English using ICT media is on item 19. And the percentage disagreeing is 33.3%, it is found that both teachers feel some the obstacle is not an obstacle for them.

**Students' perceptions of ICT media in learning English.** This questionnaire is supported by Bloom's theory in Wilson (2013) (Corporan et al., 2020) and the calculation results are as follows:

Dimensions	Number of Items	Teacher's Response		
		Agree (%)	Undecided (%)	Disagree (%)
Cognitive	1	80.00	20.00	0.00
	2	90.00	10.00	0.00
	3	10.00	0.00	0.00
	4	40.00	50.00	0.00
	5	50.00	50.00	0.00
	6	70.00	20.00	10.00
	7	50.00	40.00	10.00
Psychomotor	8	90.00	0.00	10.00
	9	50.00	50.00	0.00
	10	60.00	40.00	0.00
	11	70.00	30.00	0.00
	12	70.00	20.00	10.00
	13	60.00	20.00	20.00
	14	70.00	30.00	0.00
	15	80.00	20.00	0.00
Average		68,66	26,66	4,66



From the pie chart data, it was found that the average percentage was 68.6% who agreed, 26.6% felt doubtful, and 4.6% disagreed. This means that the majority of respondents agree on the use of ICT media in learning English.

## DISCUSSION

From this study, it was found that the results above showed different responses, both teachers and students in grades VII and VIII of SMP PGRI 3 Tuban, seen from the average percentage of all respondents. The teacher's perception of the use of ICT media in learning English is positive. This means that most of the English teachers agree with the use of ICT media in English class. Although there are several obstacles that they may face when carrying out the teaching and learning process using ICT media, as we know based on a questionnaire regarding "the obstacles faced by teachers when using ICT media in English class" there are more than half a percent or more precisely 58, 6% of teachers experience difficulties when using ICT but do not stop their intention to be creative and innovate in ICT learning and hone skills in the field of ICT in order to provide interactive and fun learning for students in their class.

Some of the problems that teachers may face based on the results of the study are the occurrence of obstacles when operating ICT media in the classroom which sometimes takes time or is constrained by the lack of available ICT tools or media or the presence of some tools that are

damaged and have to take turns with other teachers in using these tools. Therefore, English teachers at SMP PGRI 3 Tuban sometimes use ICT as a whole or become the main media in delivering English material and sometimes only as a companion when needed, for example showing videos or pictures about the subject matter in class. And according to students, they gave a fairly good response regarding the use of ICT in English learning, namely 68.6% they agree with the use of ICT in English learning because students find it easier to understand the learning or material conveyed by the teacher. although there may be some children who are unsure of how much or what percentage they can understand learning English using ICT media. but they are still more able to understand English learning when using ICT media. They are also excited when teachers use ICT media such as Power Point or show Youtube videos in English learning.

## CONCLUSION

Based on the findings and discussions in the previous chapter, the researcher can conclude that the use of ICT media in learning English has received positive responses from both teachers and students, both teachers and students

feel that ICT media is very useful in learning English. In line with the result of this study, 96, 7 % of students have positive attitude toward ICT used based on the research finding by Tristiana et.al (Tristiana & Mr, 2018). The previous research also found that 54% (Wiyaka et al., 2018)students give positive response on the use of ICT in learning English (Hafifah, 2019). There are 58 % of the students also had positive attitude towards the use of ICT. Based on teachers' responses ICT media is quite effective in learning English because with ICT media teachers can provide teaching materials that can be accessed anytime and anywhere by students and according to teachers ICT media is very interesting for students because teachers can display interactive videos that make students more active in learning. The teachers' perceptions on the use of ICT were positive in English teaching and learning process because it help the teacher to conduct interesting and enjoyable activities, enhancing learner autonomy and motivating the students to learn (Al- Munawarah et al., n.d.). A previous research done by (Pardede, 2020b, 2020a) (Triassanti et al., 2021) also showed that EFL teachers in high school have high positive perceptions of ICT use in EFL teaching and

learning. However, from the research results, there are several obstacles faced by teachers in the use of ICT media in learning English. but not all of these obstacles are felt by the teacher, because the teacher still agrees and continues to respond positively to the presence of ICT media in the English class. Most of the students responded positively to the presence of ICT media in learning English. They have better understanding of the material explained by the teacher, they also feel enthusiastic and do not feel bored when the teacher teaches English lessons using ICT media (al Arif, 2019; Arwa Ahmed Abdo Qasem, 2020).

Based on the results of this study, the teachers are expected to check the ICT tools or media that will be used before the learning process begins. Teachers should make schedule of using ICT tools or media provided by the school, so that there is no conflict in the borrowing of tools. In addition the teachers should also provide interactive ICT games in learning English so that learning is more exciting and fun.

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