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MEASURING STUDENTS' PERCEPTIONS OF ICT USE IN ENGLISH LISTENING IN ONLINE CLASS

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Article Info	Abstract
<p>Received: January 17 2019 Revised: January 18 2019 Accepted: February 28 2019 Published: June 28 2019</p> <p>Keywords: ICT Technology, Students Perceptions, Listening Online, Teacher</p>	<p>The purpose of this thesis was to find out students' perceptions of ICT used by teachers and ICT competencies for teacher in teaching listening at the third grade of SMK Negeri 2 Makassar. This research used a quantitative method, the instruments used observation, questionnaire and interview to collect data. The results of this study revealed that the minimum value is 47, the maximum value is 70. Then the mean value is 58.62, the median value is 59 and the standard deviation is 5.88. In order to determine the number of interval classes to be calculated using the Sturges formula (Sugiyono, 2009) which is $1 + 3.3 \log n$, where n is the number of samples in the study. So that it can be obtained $1 + 3.3 \log 35 = 4.84$ and rounded up to 5. The data range is $70 - 47 = 23$. By knowing the data range, we can find out the length of the interval class, namely $23/5 = 4.6$. The frequency distribution of students' perceptions of the use of ICT by teachers in listening to English in online classes, Based on the table above, it shows that the greatest frequency for ICT use scores is in the interval 51.6 - 56.2 as many as 10 respondents and at intervals of 60.8 - 65.4 as many as 9 respondents. Based on the results of data analysis, it was found that students' perceptions of the ICT used by the teacher were sufficient and the teacher's ICT competence was good.</p>

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INTRODUCTION

Utilization of ICT for education can increase students' interest and motivation in learning as well as make it easier for teachers to teach. Teachers as facilitators of students in the teaching process, have a unique role in integrating English listening online classes with technology. Along with the development of technology, teachers really need to carry out the teaching process in the classroom using technology (ICT), especially during a pandemic like now all teaching and learning activities are carried out online. So, the teacher has a very

important role to create a comfortable atmosphere in teaching online classes. Teachers can use online learning applications that are easy for students to use in accessing online learning.

The potential benefits of using ICT have great benefits, such as making it easier for teachers to teach in online classes, leading to better outcomes. Because ICT gives teachers and students broad access to resources such as authentic materials and an interactive learning environment. In general, ICT refers to the form of tools related to the storage, storage, retrieval, transmission, and reception of information in digital form. That includes all computer applications, cell phones, television, radio, network hardware and software for satellite systems. (Hidayati, 2016).

Listening is a very important skill in mastering English. Most teachers in some parts of the country pay more attention to the listening process in learning English. In general, listening is the simplest process to hear spoken language and listening is also the easiest process compared to speaking, writing and reading skills.

The process of listening in learning must go through several processes, and the teacher must guide students in going through the process so that students can get through every obstacle and difficulty in the classroom. Meanwhile, being conducive in the classroom cannot be obtained because there are no face-to-face activities in the classroom during the COVID-19 pandemic. Therefore, there are several obstacles that arise in the online class listening to English. The teacher must pay attention to the difficulties that students encounter during learning in the classroom. So the teacher must choose a suitable technology device to be applied in the classroom during the pandemic. In relation to what technology is used, teachers should choose technology that can be easily accessed by students. Current technology development also enriches the variety of listening material (Nurkhamidah, 2021)

There is a lot of quality material for teachers to give students so that students do not get bored by meeting the needs, preferences, interests, and learning styles. Broadly in teaching English the use of technology includes systems, tools, innovative applications of methods, materials, tools, and strategies that are directly related to teaching English.(A, 2019).

ICT applications and computer equipment used can help the teaching and learning process in students' listening skills so that students can notice the real difference between listening and speaking. wendawa (2017) there are several factors that influence the application of technologies used by teachers such as intimacy with computers, teacher training, availability

of time, hardware and software. The study is listening online class to know the extent of technology being used by teachers and any of the factors that influence teacher practice in ICT in English listening online class. Moreover, teaching experience also has a profound influence on the teacher's perception of the use of technology.

In the practice of using technology in the classroom, the teacher has an important role in the learning process in the classroom. The teacher must have a good view on the use of technology in the classroom and be aware of the benefits of application technology used when carrying out the teaching and learning process in the online classroom. Because ICT provides a lot of convenience and access such as video and audio, so that the Listening English class learning process in the classroom can run smoothly because students can listen to videos or audio sent by the teacher in online learning applications.

Based on previous observations in English learning, the teacher uses the Google Class Room learning application which then the teacher sends a video into the application and the teacher also uses the Whatsapp application to send audio and students listen and then do the assignments given by the teacher sent via application used. And from the experience of the researchers above, the researcher is interested in researching and intends to discuss "Measuring Students' Perceptions of ICT Use in Teaching Listening in Online Class".

RESEARCH METHOD

The researcher employed a observational research design, questionnaires and interviews in this study. Because the results can be seen the perception of students and the ability of teacher competence.

RESULT AND DISCUSSION

This research was conducted on class XII students of SMK Negeri 2 Makassar in the 2022/2023 academic year involving 35 students. The findings are sufficient to find that students' perceptions of teachers who use ICT are good, and the ICT competencies of teacher is good.

1. Students' perceptions of ICT used by teachers at XII grade of SMK NEGERI 2 MAKASSAR

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	2.9
Neutral	11	31.4
Agree	15	42.9
Strongly Agree	8	22.9
Total	35	100.0

Table
1**Students' perceptions for ICT readiness of teacher (Part I)**

Based on the table above, it is known that the answers that strongly agree are 8 samples (22.9%), the answers agree are 15 samples (42.9%), the answers are neutral as many as 11 samples (31.4%), the answers to disagree are 1 sample (2.9%).

Table 2 Students' perceptions for ICT readiness of teacher (Part II)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	8	22.9
Agree	19	54.3
Strongly Agree	8	22.9
Total	35	100.0

Based on table above, it is known that there are 8 samples of neutral answers (22.9%), agree that there are 19 samples (54.3%) and strongly agree that there are 8 samples (22.9%).

Table 3 Students' perceptions for ICT readiness of teacher (Part III)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	2.9
Neutral	11	31.4
Agree	14	40.0
Strongly Agree	9	25.7
Total	35	100.0

Based on the table above, it is known that the answer that disagree is 1 sample (2.9%), neutral answers are 11 samples (31.4%), agree answers are 14 samples (40%) and 9 samples strongly agree (25.7%).

Table 4 Students' perceptions for the use of ICT-based learning media of teacher (Part I)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	7	20.0
Neutral	21	60.0
Agree	3	8.6
Strongly Agree	2	5.7
Total	35	100.0

From the statement above, it is known that the answers disagree as much as 7 samples (20%), neutral answers from 21 samples (60%) and 3 samples agree answers (8.6%), 2 samples strongly agree answers (5.7%).

Table 5 Students' perceptions for the use of ICT-based learning media of teacher (Part II)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	4	11.4
Neutral	17	48.6
Agree	9	25.7

Strongly Agree	5	14.3
Total	35	100.0

Based on the table above, it is known that there are 4 samples of answers that disagree (11,4%), 17 samples (48,6%) with neutral answers, 9 samples with answers agree (25,7%) and 5 samples strongly agree (14,3%) .

**Table 6 Students' perceptions for the use of ICT-based learning media of teacher
(Part III)**

Notes	Frequency	Percentage
Strongly Disagree	1	2.9
Disagree	2	5.7
Neutral	10	28.6
Agree	13	37.1
Strongly Agree	9	25.7
Total	35	100.0

Based on what is known that the answer strongly disagree is 1 sample (2,9%), the answer disagree is 2 samples (5.7%), the answer is neutral 10 samples (28.6%), the answer agrees is 13 samples (37, 1 %) and strongly agree as many as 9 samples (25,7%).

**Table 7 Students' perceptions for the use of ICT-based learning media of teacher
(Part IV)**

Notes	Frequency	Percentage
Strongly Disagree	2	5.7
Disagree	4	11.4
Neutral	10	28.6
Agree	13	37.1
Strongly Agree	6	17.1
Total	35	100.0

Based on the statement, it is known that there are 2 samples of strongly disagree answers (5.7%), 4 samples of disagree answers (11.4%), 10 samples of neutral answers (28.6%), 13 samples of agree answers (37.1%)) and strongly agree as many as 6 samples (17.1%).

Table 8 Students' perceptions for mastery of internet access of teacher (Part I)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	3	8.6
Agree	9	25.7
Strongly Agree	23	65.7
Total	35	100.0

Based on the table above, it is known that there are 3 samples (8.6%) of neutral answers, 9 samples (25.7%) of agree answers and 35 samples (65.7%) of strongly agree answers.

Table 9 Students' perceptions for mastery of internet access of teacher (Part II)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	2	5.7
Agree	16	45.7
Strongly Agree	17	48.6
Total	35	100.0

Based on the table above, it is known that the answers with neutral answers are 2 samples (5.7%), 16 samples (45.7%) the answers agree and 17 samples (48.6%) strongly agree.

Table 10 Students' perceptions for mastery of internet access of teacher (Part III)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	2.9

Neutral	5	14.3
Agree	15	42.9
Strongly Agree	14	40.0
Total	35	100.0

The statement based on ten is known that the answer that disagrees is 1 sample (2.9%), 5 samples are neutral (14.3%), 15 samples agree (42.9%) and 14 samples strongly agree (40%).

Table 11 Students' perceptions for mastery of internet access of teacher (Part IV)

Notes	Frequency	Percentage
Strongly Disagree	3	8.6
Disagree	2	5.7
Neutral	13	37.1
Agree	6	17.1
Strongly Agree	11	31.4
Total	35	100.0

The statement based on the eleventh is known that the answers strongly disagree as many as 3 samples (8.6%), the answers disagree as much as 2 samples (5.7%), neutral answers 13 samples (37.1%), Agree answers 6 samples (17, 1%) and strongly agree as many as 11 samples (31.4%).

Table 12 Students' perceptions for utilization of the internet as a complement of teacher (Part I)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	2.9
Neutral	5	14.3
Agree	16	45.7
Strongly Agree	13	37.1
Total	35	100.0

Based on the table above, that the answer that disagrees is 1 sample (2.9%), 5 samples are neutral (14.3%), 16 samples agree (45.7%) and 13 samples strongly disagree (37.1 %).

Table 13 Students' perceptions for utilization of the internet as a complement of teacher (Part II)

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	1	2.9
Neutral	4	11.4
Agree	8	22.9
Strongly Agree	22	62.9
Total	35	100.0

Based on the table above, it is known that the answer that disagree is 1 sample (2.9%), 4 samples are sufficient (11.4%), 8 samples agree (22.9%) and 22 samples strongly agree (62.9%).

Table 14 Students' perceptions for utilization of the internet as a complement of teacher (Part III)

Notes	Frequency	Percentage
Strongly Disagree	1	2.9
Disagree	0	0
Neutral	12	34.3
Agree	11	31.4
Strongly Agree	11	31.4
Total	35	100.0

Based on the table above, it is known that the answer strongly disagrees as much as 1 sample (2.9%), neutral answers as many as 12 samples (34.3%), answers agree from 11 samples (31.4%) and strongly agree as many as 11 samples (31.4%).

**Table 15 Students' perceptions for utilization of the internet as a complement of teacher
(Part IV)**

Notes	Frequency	Percentage
Strongly Disagree	0	0
Disagree	0	0
Neutral	7	20.0
Agree	20	57.1
Strongly Agree	8	22.9
Total	35	100.0

Based on the table above, that 7 samples (20%) answered neutral, 20 samples (57.1%) answered agree and 8 samples (22.9%) answered strongly agree.

Table 16 Descriptive Statistics of Students Perceptions

Statistics		
Persepsi Siswa		
N	Valid	35
	Missing	0
Mean		58.6286
Median		59.0000
Std. Deviation		5.88660
Minimum		47.00
Maximum		70.00

Based on table 4.16 above, it contains students' perceptions of teachers who use ICT in online classes listening to English. From table 1 above, it can be seen that the minimum value is 47, the maximum value is 70. Then the mean value is 58.62, the median value is 59 and the standard deviation is 5.88.

In order to determine the number of class intervals to be calculated using the Sturges formula (Sugiyono, 2010) which is $1 + 3.3 \log n$, where n is the number of samples in the study. So that it can be obtained $1 + 3.3 \log 35 = 4.84$ and rounded up to 5. The data range is $70 - 47 = 23$. By knowing the data range, we can find out the length of the interval class,

namely $23/5 = 4.6$. The frequency distribution of students' perceptions of the use of ICT in listening to English in online classes is as follows:

Table 17 Frequency distribution of ICT use by teachers

No	Interval	Frekuensi	%
1	47 - 51,6	4	11,4
2	51,7 - 56,2	10	28,6
3	56,3 - 60,8	8	22,9
4	60,9 - 65,4	9	25,7
5	65,5 - 70	4	11,4
Jumlah		35	100.0

Based on the table above, it shows that the greatest frequency for ICT use scores is in the interval 51.6 – 56.2 as many as 10 respondents (28.6%) and at intervals of 60.8 – 65.4 as many as 9 respondents (25.7%).

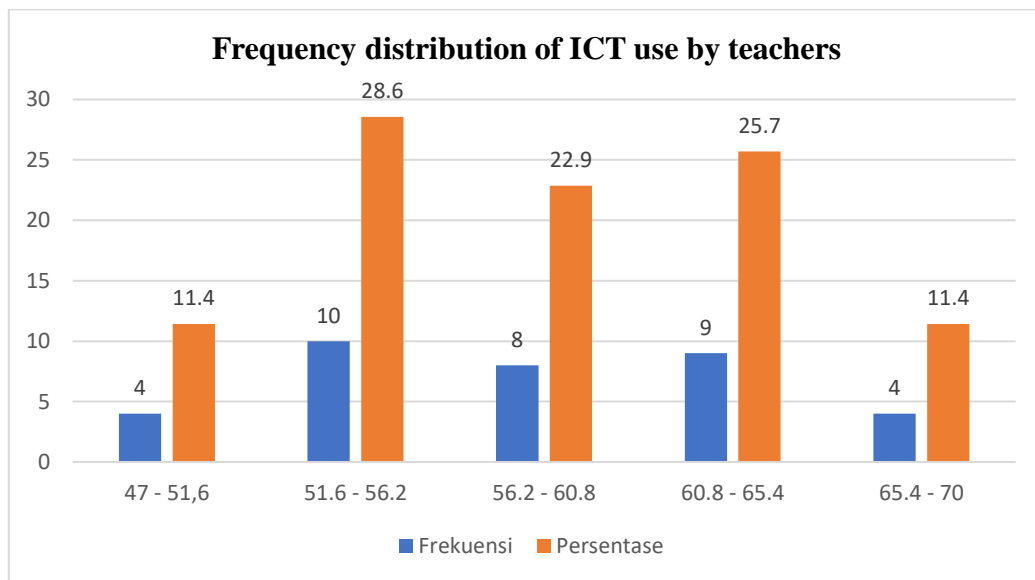


Figure 1. Distribution Histogram frequency of students' perceptions of teachers using ICT

Then the variables of student perceptions regarding the use of ICT by teachers in online classes listening to English are classified into 5 categories, namely very good, good, sufficient,

less and very poor. Then the calculation is carried out to determine the ideal average value (Mi) and the ideal Standard Deviation (SDi) as follows:

$$\text{Mean ideal (Mi)} : \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$: \frac{1}{2} (70 + 47)$$

$$: 58,5$$

$$\text{SD ideal (SMi)} : \frac{1}{2} (\text{highest score} - \text{lowest score})$$

$$: \frac{1}{2} (70 - 47)$$

$$: 11,5$$

Based on these calculations, it can be categorized into five categories, namely as follows:

Table 18 Students' Perceptions of the Use of ICT by Teachers

No	Kelas Interval	F	%	Kategori
1	$X \geq 75,75$	0	0	Strongly Agree
2	$64,25 \leq 75,75$	8	22.9	Agree
3	$52,75 \leq 64,25$	23	65.7	Neutral
4	$41,25 \leq 52,75$	4	11.4	Disagree
5	$29,75 \leq 41,25$	0	0	Strongly Disagree
	Jumlah	35	100	

Based on the table above, it shows the frequency of students' perceptions of the use of ICT. It is known that 8 respondents (22.9%) said they were good, then 23 respondents (65.7%) said it was enough and 4 respondents (11.4%) said they were not. Then from the table can be made in a graphic image as follows:

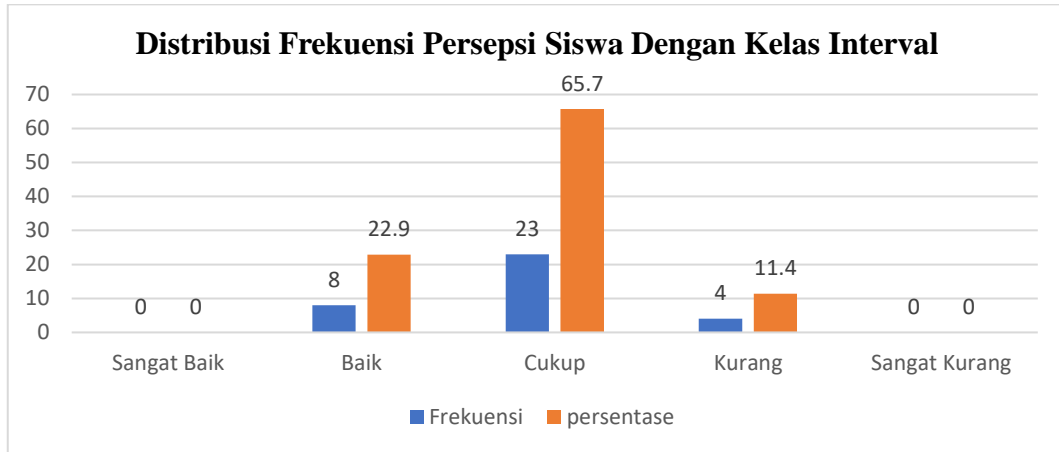


Figure 2 Frequency Distribution of Students' Perceptions By Class Interval

2. ICT competencies of teacher in teaching listening

Based on observations and interviews on January 28, 2022 to teachers to determine teacher competency standards, researchers used an observation checklist to observe the use of ICT by teachers and gave interview questions to teachers with a time duration of 1 minute 21 seconds, including the following:

a. Observation Checklist

Table 19 Teacher use of hardware

No	Observed Aspects	Yes	No
1	The teacher has a PC (computer,laptop,notebook,etc)	√	
2	Teacher asks for help using laptop in learning		√
3	Teacher asks students for help while operating a laptop		√
4	Teacher uses LCD/projector in learning	√	
5	The teacher is able to repair computer equipment if the device error		√

Based on the table above, the aspects of the use of hardware by teachers which consist of five statements, the researcher answered yes two times and answered no as much as three.

Table 20 Teacher use of software

No	Observed Aspects	Yes	No
1	Master mastered Ms. Word	√	
2	Master mastered Ms. Excel	√	
3	Master mastered Ms. power point	√	
4	The teacher understands the browsing program	√	
5	Teachers know and use internet access (WIFI)	√	

Based on the table above, the aspects of the use of software by teachers which consist of five statements, the researcher chose the answer yes in all aspects.

Table 4.21 Pedagogical aspect within ICT usage

No	Observed Aspects	Yes	No
1	Teacher characteristics of students from physical, moral, social, cultural, emotional, and intellectual aspects	√	
2	Utilizing information and communication technology for learning purposes	√	
3	The teacher masters the material, structure, concepts, and scientific thinking patterns that support the subjects being taught	√	
4	Teachers are inclusive, act objectively, and do not discriminate because of considerations	√	
5	Teachers communicate effectively, empathically, and politely with fellow educators, education staff, parents and the community.	√	

Based on the pedagogical aspect within ICT usage which consists of five statements, the researcher chose the answer yes to each item of the statement.

b. Interview

Researcher : What are the obstacles faced by teachers in using the internet in learning English?

Teacher : quota problems and students don't have cellphones

Researcher : Do teachers still ask students for help when using ICT?

Teacher : if I don't, I don't know with other teachers.

Researcher : Do teachers use learning media in the classroom according to their competencies?

Teacher : Sometimes.

Researcher : With the competencies possessed by the teacher, what ICT media have been used in the classroom during the lesson?

Teacher : Usually power point.

Researcher : Does the teacher already have an e-mail address as a means for students to submit assignments?

Teacher : Yes

Results Based on this analysis, the researcher found that, teachers have good ICT competence. Because the teacher does not ask for help anymore when operating the computer. Teachers also use media according to competency standards such as using power points and also using email addresses to collect student assignments.

CONCLUSION

Calculation data that students' perceptions of teachers who use ICT are in the sufficient category reaching 65.7%. Students' perceptions of the use of ICT according to classified as good 22.9%. Student perceptions of the use of ICT by This is classified as less 11.4%. And the ICT competencies of teacher is good.

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