

STUDENTS' PERSPECTIVE ON THE IMPLEMENTATION OF ICT TO LEARN ENGLISH IN THE POST-PANDEMIC ERA

Silvia N.P. Erito

*Universitas Bina Sarana Informatika (INDONESIA)
silvia.snp@bsi.ac.id*

Abstract

ICT played an important role in empowering educators and students, promoting change, and encouraging skills development. After the pandemic, Bina Sarana Informatika University (UBSI) still applied the use of ICT in learning English. The field showed that second-semester accounting students had a particular response to the use of ICT in lectures. This study aims to explain the perspective of accounting students on the implementation of ICT in learning English in the post-pandemic era including students' perceptions and the implementation of ICT in classroom discussion. The research design was descriptive qualitative research. The subject of this study was 45 accounting students. The data was gathered by classroom observation and an open-ended questionnaire. The findings showed (1) The students had a positive perception of the use of ICT as a medium of learning. They showed good enthusiasm and assumed that the use of ICT can increase their learning motivation, concentration, and their critical thinking skills. (2) The implementation of ICT used online media learning: Quizizz, Word Wall, and Padlet. Therefore, the use of ICT in the post-pandemic era is a necessity in keeping up with the times.

Keywords: students' perception, ICT, English

1 INTRODUCTION

The impact of the post-pandemic has made many changes in several fields including education. Education has undergone significant changes to implement ICT development planning in accordance with new habits of learning patterns. At the higher education level, the Ministry of Education and Culture has implemented the concept of "Independent Learning", including the Bina Sarana Informatika University, especially in English lectures, which uses ICT in post-pandemic lectures. Tristiana & Rosyid [1] asserted that the integration of information and Communication Technology (ICT) in English language teaching for all levels of education becomes the new trend today. The ICT has a prominent role in the effectiveness of teaching and learning in the classroom.

English courses studied by UBSI accounting students are advanced English whose material contains text and grammar at each meeting. In every meeting, lecturers also use e-learning in delivering the material as well as several media platforms such as Quizizz, Word Wall, and Padlet for students to do quizzes in the form of fun games so that they also enjoy this lecture activity. The lecturer always believes that although students at higher education levels, still need the methods of learning taught not only in the form of presentations because learning requires concentration and fun so that the materials can be conveyed properly. It is in accordance with Nopa et.al [2] stated that learning English using e-learning was inventive thought and should be empowered the findings also appeared it was to be useful when students have the ability to double-check their work through e-learning/platform media that's no need any physical presence. Krishnapatria [3] also asserted that students' perception of e-learning that used ICT is reasonably beneficial; additionally, it can be encouraged adaptability and provide personalization that allows students to choose their path and pace of the study, e-learning can create a great point of preference for the usage of fully online learning. It can be concluded that e-learning that utilizes ICT is needed in the ongoing lecture process.

The implementation of ICT brings some benefits for the students in creating their autonomous learning and awareness of the use of technology in learning needs. Hartono [4] asserted that ICT (computers and other supporting equipment) can also function as teachers to support student learning, by utilizing and optimizing certain software such as multimedia programs, and language learning to learn lessons

with guidance, instructions, and information, or further explanation for certain terms combined in the program. Hence, ICT played important role in the advancement of learning strategy in the teaching and learning process.

Bakia et. Al [5] assumed that there are seventh possible pathways to improved productivity in learning using ICT, there are as follows:

- 1) Expanding access to learning in a way that dramatically reduces the cost of living, especially for students in remote locations or other situations where they can still follow the learning process without worrying about their physical presence;
- 2) facilitate students in participating in active learning with teaching materials and easy access equipped with facilities that continue to apply the principles of theory and practice-based learning without substantially increasing costs;
- 3) Creating student autonomy so that they can learn in the way they like by increasing student efficiency with which students move through technological advances;
- 4) Personalize learning by building student interest, which can result in increased student motivation, time doing assignments, and ultimately better learning outcomes;
- 5) Make better use of teacher and student time by automating routine tasks and allowing teacher time to focus on high-value activities;
- 6) Increase student learning speed by increasing motivation and helping students understand concepts and demonstrate competence more efficiently;
- 7) Reducing the cost of school-based facilities by utilizing home space for study

Based on the explanation above, it could be concluded that ICT benefits education to achieve learning objectives, Bina Sarana Informatika University facilitated using ICT as a learning support tool during the COVID-19 pandemic and post-the pandemic era. Learning takes place online. Bina Sarana Informatika University implement e-learning which was developed using a Management System (LMS) which was named "My BSI e-learning system (*MyBest*)". The My BSI E-Learning System (*MyBest*) application is an application intended for teaching lecturers and students at Bina Sarana Informatika University as a learning medium, either in the form of accessing documents (RPS, Lecture Materials and video learning for the students) or in online learning activities such as discussions, and collecting assignments. Students are one of the parties who experience learning using e-learning where they must be able to master the use of *Mybest* to participate in learning, especially in English lectures. Verhoeven et. Al [6] found that there is a relationship between the ICT learning experience and the research-oriented identity commitment of bachelor's students on the one hand, and their command of ICT skills and the frequency of use of computers, ICT instruments, and ICT programs on the other.

It summarized that ICT benefits one another for students' needs in their learning activity. Many researchers had held most of the previous studies related to the research about ICT. Therefore, the novelty of this research is more prioritized in how the students perceive and how the implementation of ICT during the learning process. The field showed that English lecturers use *Mybest* as a way to give lectures, besides that lecturers also use several learning application media such as Padlet, Wordwall, and Quiziz to keep students active in learning. The field also showed that second-semester accounting students had a distinctive response to the use of ICT in lectures. The distinction response is affected by how they use the learning application and how they perceived it. For those reasons, discovering students' perceptions and determining the implementation of ICT in the classroom are needed.

Thus by conducting this study, it aims to explain the response of students majoring in accounting regarding the e-learning learning system that is applied, especially in the English course. With this research, it is also hoped that it can help lecturers in e-learning-based courses as an evaluator of strengths and weaknesses, as well as being a means and a forum for students' expectations regarding e-learning, especially among accounting students.

2 METHODOLOGY

The descriptive qualitative study was employed because the details are provided in this study to explain students' perceptions and the implementation of ICT in learning English. It consisted of forty-five of the second semester of the accounting program using the purposive sampling technique. Methods of collection of data in this research were questionnaires and observation. The instruments were field notes observation and an open-ended questionnaire. In this case, an open-ended questionnaire enables the students to give free-form answers to the structure of the question in the form of google form. It was used to gather the students' perceptions data. Field note observation functioned to observe and note certain activities or actions in the classroom in zoom meetings. Due to the distance, all data is gathered by online ways.

3 RESULTS AND DISCUSSION

The result and discussion provoked the data from the analysis of the questionnaire response and field notes of the classroom observation. It is used to explain students' perception of ICT as a medium of learning in learning English lectures.

3.1 Students' positive perception of the use of ICT in learning English

In gathering the information about students' perceptions, I employed an open-ended questionnaire. I formulate some questions related to students' perceptions of the use of ICT as the medium of learning English.

3.1.1 Students' positive perception of the importance of the use of ICT in learning English

First, The students were asked about the importance of the use of ICT in learning English. Here are the exemplary response:

I think the use of ICT in learning English is very important, learning is much more interesting and I understand the material better with online learning media provided by the lecturer. (Student#5, questionnaire, 02062022).

In my opinion, while using online learning media, the use of ICT is very helpful for adjusting distance lectures at this time, ICT is very important to be applied especially since online media presented by lecturers can make me understand the material much more. (Student#12, questionnaire, 02062022).

I think ICT is very important because learning becomes effective for learning English, adds variety, and makes me not feel bored while learning. (Student#15, questionnaire, 02062022).

I am very happy with using ICT during English lectures, I think it becomes more fun and creative in English learning media. And more able to listen to the core. ICT is very important to be applied in this distance lecture. (Student#19, questionnaire, 02062022).

I think the use of ICT increases my enthusiasm for learning by taking English lectures. (Student#23, questionnaire, 02062022).

From the description above, it can be concluded that students have a positive perception of the importance of using ICT in English lectures, among the answers to the open-ended questionnaire shows that they think ICT is a medium that can be used to learn English better, interactive, not time-consuming, effective. and of course, lectures are much more fun.

3.1.2 Students' positive perception of their enthusiasm for the use of ICT in learning English

Second, the students were asked about their enthusiasm for the use of ICT in learning English. According to Akbarjono et.al [7] enthusiasm is a factor that becomes a willingness that affects students' academic achievement in learning English. So Enthusiasm is expected to greatly influence students' achievement in existing learning, especially in English courses. Here are the exemplary responses:

In my opinion, I feel more enthusiastic about learning English with the use of ICT because it makes me more focused on mastering the material. (Student#6, questionnaire, 02062022).

I think that I am more enthusiastic about learning English with ICT because I am more pay attention to the material because it is interesting and easy to understand. (Student#13, questionnaire, 02062022).

I think that enthusiasm in learning English with ICT can help improve my concentration in learning, because it is more interesting, if there are obstacles, I can immediately find a solution. The lecturer also always helps when there are problems. (Student#38, questionnaire, 02062022).

In my opinion enthusiasm for learning English with ICT increases my learning motivation, I am much more motivated to attend lectures with technological advances. (Student#35, questionnaire, 02062022).

Enthusiasm in learning English using ICT improves critical thinking skills because in it, I am required to master the material in my own way which will involve a process of self-analysis and I have to be able to constantly adjust the online learning that takes place. (Student#42, questionnaire, 02062022)

Based on the answers from their responses, I can conclude that enthusiasm for learning where they have to master the material in learning English using e-learning they are able to increase their learning motivation, concentration on learning, attention to learning and they can improve their critical thinking skills. Some of these points can be used as the basis for maintaining student activity and involvement in learning. It also aims to provide a new paradigm that learning English using ICT is possible to sharpen students' insight and their autonomous skills. The existence of ICT as a media to learn English could be a solution that is relevant to be used in the current condition in post-pandemic learning.

3.2 The implementation of the use of ICT in learning English

To gather the data about the implementation of the use of ICT in learning English, the researcher observes and notes certain actions in the classroom in order to point out and highlight the activities in the learning process. The lesson is about the genre of text, there are text procedures, text narrative, and text descriptive. In each meeting, the lecturer used different media online learning platforms to deliver the material and gave the students tasks. Here are the guidelines for classroom observation:

Table 1. Guidelines of classroom observation

No	Items of guidelines
1	The lecturer used ICT in the learning activities
2	The lecturer gives instructions to use the learning media online application through zoom meetings / Video learning on Youtube
3	The lecturer gives assignments for the students
4	The students follow the instruction of the lecturer
5	The students practice doing the assignment given by the lecturer
6	The students asked the lecturer if there were some barriers
7	The lecturer gives feedback to the student

The result of the classroom observation showed During the learning process, English lecturers use *Mybest* as a way for the students to access the material in form of PPT, which the students could download and learn it. Besides, lecturers use several learning applications media such as Padlet, Wordwall, and Quizizz to do the task and keep the activeness of the students' participation. (Classroom observation#1, 31052022).

In classroom observation 1 the lecturer use Quizizz to ask the students to make a procedure text in which they have to make a simple recipe by using sequence adverbs. Quizizz provides students with some features to follow the learning activities, such as commenting and filling out the answer with a time. Here are the instructions and exemplary responses of the students:

Image 1. Instruction of the lecturer to make a simple recipe

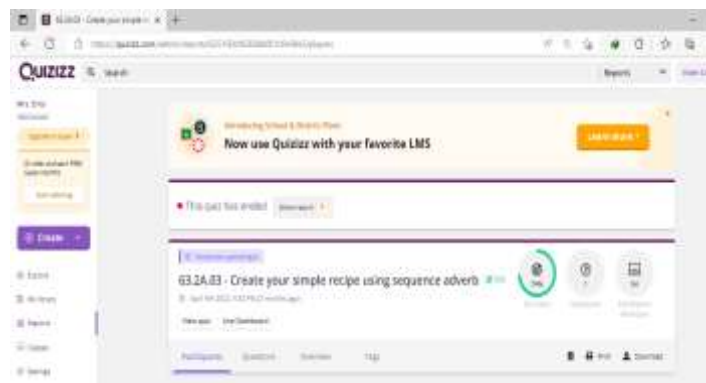


Image 2. Exemplary responses of the students in quizizz



The field showed that all of the accounting students completed all of the assignments. With the enthusiasm to write the sample recipe, they can see their ranking in real-time and the lecturer can monitor the learning process. The students are motivated to continually learn by using *quizizz* and the learning runs well. (Classroom observation#1, 31052022).

In classroom observation 2 the lecturer use *wordwall* to ask the students to match the word by its meaning. *Wordwall* is a free online tool for creating learning activities. With this tool, the lecturer can enter the topic that they would like to cover in class into the *wordwall* and receive a variety of ready-made, fully customisable activities such as quizzes, word games, maze chases, and much more. The lecturer used *wordwall* to ask the students to do a task in which they have to find the meaning of each word. Those words are found in the text passage in narrative text. So that the students have to access *wordwall* to do the task.

Image 3. Learning using *wordwall*



In classroom observation 2 showed, that the students completed the assignment and they also show their enthusiasm by retaking the assignments if their score is not maximized, the lecturer gave the students a free chance to retake the game as much as possible to get the highest score. The students also showed their activeness and willingness in doing the assignment using *wordwall*. (Classroom observation#2, 02062022).

In classroom observation 3, the lecturer used *padlet* to ask the students to make descriptive text about the museum. Padlet is a platform to create a single or multiple walls that are able to house any post shared by the users, especially for educators and students including words, images, audio, and videos by posting using a link or QR code and it can be public, open to all, or lock using any password so that only who knows the password can access it. here are the exemplary students' responses:

Image 4. Exemplary responses of the students in *padlet*



In classroom observation 3 showed that the lecturer instructs the students to write in *padlet* and share to the students, the lecturer asked the students to make a description of a museum/landmark or popular place. The lecturer also share the access link with the students so that they could join and post the description. All of the students were enthusiastic and they could also see their friends' posts. The learning process running well and the students follow the lesson. (Classroom observation#3, 020622).

Based on classroom observation above, the research concludes that the lecturer implemented the use of ICT to provide English language lectures using several media platforms such as *quizizz*, *wordwall*, and *padlet*. The online class also showed that students orderly follow the ongoing lectures, and they were enthusiastic to do work such as writing recipes and writing descriptive texts using the media online learning platform. The lecturer explains the instruction in the form of learning videos uploaded on youtube or directly using the zoom meeting. The researcher also finally concluded that there are 2 factors that can influence students to take part in learning English through the use of ICT, namely:

1. Student's willingness
Students' willingness is the main factor in learning English using ICT, students are required to be able to follow instructions in online application media features, which shape their willingness to follow technology in learning. They are also finally able to complete the work ordered by the lecturer.
2. Students' autonomous learning
The implementation of the use of ICT in learning English, makes students have an independent nature in learning, they must be able to adapt to understand the instructions for using application media, so that their independence in learning is created.

Based on the discussion above, the researcher convinced that this study supports other findings that previous researchers have carried out. Wulandari [8] mentions that students' perspective on using *quizizz* is only as a learning support tool, even though *quizizz* is not only used as a support tool, it includes features that can help students complete assignments and make learning more interesting. This research is a complement to previous findings to add knowledge that the use of ICT such as online learning media can be used as a solution to keep students active in learning and help students to be more fluent in utilizing technology for learning for any major.

4. CONCLUSIONS

The results of the current research have indicated that 1) students' positively perceived the use of ICT in learning English. They showed good enthusiasm and assumed that the use of ICT can increase their learning motivation, concentration, and their critical thinking skills. (2) The implementation of ICT used online media learning: Quizizz, Word Wall, and Padlet. Therefore, students' willingness and students' autonomous learning will be created after conducting the ICT means ICT influence student to develop their skills, especially with the advance of technology in the learning process. The use of ICT in the post-pandemic era is a necessity in keeping up with the times. A need for further research conducted in larger sample

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