

**STUDENTS' PERCEPTION TOWARD THE USE OF ICT IN
LEARNING ENGLISH AT 9TH GRADE OF SMPN 1
PAGUYANGAN BREBES REGENCY**



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Requirements for Sarjana Pendidikan (S.pd.) Degree**

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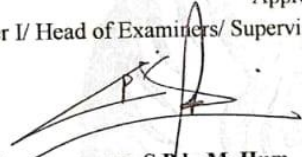
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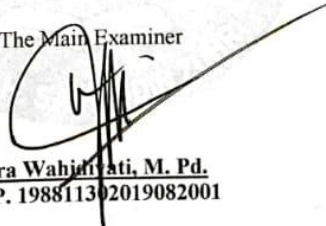
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MOTTO

"Never give up on what you really want to do. The person with big dream is more powerful than the one with all facts."

-Albert Einstein-



DEDICATION

I dedicated this thesis to:

My beloved mother, Sochayatin who always support me and pray for my best.

My late father, alm. Achmari who has always been my inspiration and my role model.

Myself, Fiki Ridhona who has struggled and not given up to complete this thesis.



PREFACE

First, the researcher would like to say all the gratitude and praises for Almighty God, Allah SWT, for all the blessings and graces that provide health and opportunities to the researcher that this thesis can be finished with the title ***“The Correlation between Students’ Reading Habit and Their Writing Ability of Eighth Grade at SMP N 1 Paguyangan, Brebes Regency”***. This is prepared to obtain Undergraduate Degree (S.Pd) of English Education Study Program at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Secondly, may peace and salutation always be given to our prophet Muhammad SAW, who has brought brightness to this world with syiar Islam.

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Purwokerto, 24th October 2024

I who Declare,



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**STUDENTS' PERCEPTION TOWARD THE USE OF ICT IN LEARNING
ENGLISH AT 9TH GRADE OF SMPN 1 PAGUYANGAN, BREBES
REGENCY**

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ABSTRACT

This study aimed to analyze students' perceptions of using Information and Communication Technology (ICT) in learning English at the 9th grade of SMPN 1 Paguyangan. A mixed-methods approach, incorporating both qualitative and quantitative research methods, were used for data collection through questionnaires, interviews, and documentation. The questionnaire comprised of three categories: ICT facilities, the benefits of using ICT in learning English, and student motivation. The statements consist of 12 statements in total. The population of this research is 272 students of 9 grade and was completed by a 10% sample classes, that is 68 students from 9B and 9C via Google Forms. Interview were conducted with 6 students who had filled out the questionnaire to validate what they had filled in the questionnaire. Quantitative data analysis was conducted using descriptive statistics with SPSS software. Qualitative data analysis was conducted using triangulation method through questionnaire, interview and documentaton. The data result showed that ICT facilities at school have positive responses from students with percentage result 74,55%, The advantages of ICT in learning English 74,69%, and students' motivation 74%. Therefore, students' perceptions on the use of ICT in English language learning show a positive responses. This study highlights the favorable perception of ICT integration in English learning among the students at SMPN 1 Paguyangan.

Keywords: *Students' Perception, ICT, Learning English*

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CHAPTER I

INTRODUCTION

A. Background of the Study

In today's era, technology has become an integral part of various aspects of life, especially in education. Definition by AECT (Association for Educational Communications and Technology) " Learning Technology is a theory and practice in design, development, utilization, management and evaluation of processes and sources in study (Ramli 2012). Technology in learning grows time by time. The use of modern technology in learning gave a big impact on the quality of education in Indonesia. The more people recognize the technology, the more the quality of education is improved. Furthermore, the millenials generation is already getting used to technology in their daily activities. One example of technology is ICT or commonly called Digital Application.

Digital application is the part of technology that used in learning. There will be more applications that will assist students in developing as the power of digital grows. The power of digital growth depends on how effective the implementation of digital applications is in learning. Digital applications as we know ICT (Information and Communication Technology) become supporting media in learning activities. The use of ICT can effectively help in learning activities and manage teacher's administrative tasks efficiently. The learning activities by using digital application automatically create an effective learning activity. Teacher does not just explain the materials continuously. Students learned to be active through the applications, especially in Learning English.

In learning activities teacher requires supporting components such as materials, the student's role, and media. One of the components is Media, learning media is a tool to convey pieces of informations and to build interaction (Yaumi 2018).

Various kinds of media in learning such as Audio media, Visual media and Audio visual media. Those are the media that teacher usually use in learning activities. The use of media in learning and teacher's conservation and variation media make learning activities more interesting. The use of conventional media probably still exist like in an area that lacks of technology but the amount of conventional media is decreasing because this is the era of technology, which is every sector controlled by technology.

English language is one of language that must be mastered in this era, whether in work or education environment. Some big companies even added English language proficiency as a entrance requirements. Unfortunately, English is a foreign language in Indonesia, which is not all indonesian mastered English language. That is why people disregard to learn English. They found English is difficult for them. Therefore, we need to break that stereotype through inovation in learning activities using ICT. ICT reaches all generations, everybody have the ability to access it easily, especially nowadays ICT facilities are provided everywhere.

According to research by Hussien Alakrash and Norizan Abdul Razak entitled "Motivasion Toward the Application of ICT in English Language Learning Among Arab EFL Students" conclue that students were motivated to learn English Language by technology. That research has been carried out among students aged 15-19 years where at that age students are more aware of technological developments. It was not surprising to find that students are motivated to the use of ICT in Learning English language as they categorized as generation Z (Alakrash and Razak 2019).

Even though Indonesia does not have high technology literacy rate, however mostly millennial as the nation's next generations already have the ability to use technology. The matter is how they utilize the technology, is it in a good way or opposite way. The more ICT develops, the more developed the perception of its use. Therefore, not everyone thinks that ICT have positive impact in learning activities. therefore, need to do research in order

to know the student's perceptions toward the use of ICT in Learning activities.

The rapid integration of ICT in education has transformed how students engage with learning, including the learning of English. However, there is a problem in our understanding of how students perceive and response to ICT tools in their language acquisition process. It is important how the perceptions of students can effect the learning process designing by teacher. This research aims to figured out the perceptions of students toward ICT in learning English and identify the factors that influence those student's perceptions. The researcher found a problem on how does the influence of learning English with a fairly complete set of ICT conditions in the school have a positive impact on the learning of English in the school.

Although numerous studies have investigated the utilisation of ICT in education, fewer have concentrated on students' perceptions of ICT's function in learning English. Moreover, there is a lack of research exploring the influence of these perception of students willingness to engage with ICT-based learning and on their language proficiency. The result of this reasearch expected to be reference in developing learning activities. In developing learning activities use ICT, teachers and students need to be equipped with the basic skills they will need to use ICT. Therefore, teachers and students need to be trained to use ICT. Teachers must also provide students with the opportunity to seek digital literacy, apart from the limited literacy from school. In addition to training, the application of ICT also needs supervision from teachers or parents. In addition to basic knowledge about ICT, schools need to provide facilities to support the teaching and learning process and facilities for teachers and students in using ICT better. Therefore, the researcher chose the school by considering the facilities owned by the school, whether the supporting facilities can be utilized optimally and effectively as supporting learning facilities and infrastructure.

B. Conceptual Definition

1. Perception

In terminology, perception is defined by Longman Dictionary of Contemporary English as “a) The way you think about something and your idea of what it is like; b) The way you notice things with your senses of sight, hearing etc.; c) The natural ability to understand or notice things quickly (Qiong 2017). In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word perception comes from Latin words *perceptio*, *percipio*, and means “receiving”(Oxford English Dictionary). Perception is the interpretation of what we sense. Our perception toward the environment around us distinguish us from animals and other people. People’s perceptions vary depending on how they perceive and interpret them.

2. ICT

ICT known as Information and Communication Technology (ICT), is the technology used to store, generate, process, and distribute information and manage it (Slamin, 2010). Related definition defined by Mid-Pacific ICT Center (2014), ICT is skills around computing, software operation, and running and creating system. Other definition source defines ICT as tools, methods, and facilities that provide the processing of information in the forms of audio, text, data, images, and audio visual. (ÇAKICI 2016). However specifically based on education purpose, According to Kreijns et al. (2013) information and communication technology (ICT) is a set of technologies that assist transformation in education.

3. Learning English

Learning is a process of constructing meaning based on personal experiences and interactions with the environment. Learners actively engage in discovering and contextualizing language. (VYGOTSKY

1978). From this explanation we can understand that learning can be through experience or involvement in the surrounding environment and how students can actively capture meaning through experience and the environment. The term "English Language Learning" is used to describe the process of developing advanced reading and writing skills in academic English. This is particularly relevant for English language learners who may require a significant amount of time to achieve proficiency in English writing and reading (Kim-Rich and Curwood 2022). English is a foreign language in Indonesia, English learner in Indonesia known as EFL. EFL stands for English as a Foreign Language, refers to teaching and studying English in a non-English-speaking nation, where English is not the predominant language of communication (Si 2019). It entails utilizing English for activities such as tourism, connecting with native English speakers, and reading foreign Journals. Learning English has been described as a crucial necessity in the present and supporting self-development in improving values (Tillayeva 2020).

C. Research Questions

Based on the background of the study that has been explained above, the research questions in this study are:

1. How are the students' perceptions toward the use of ICT in Learning English at 9th grades of SMPN 1 Paguyangan?

D. Objectives and Significances of the Study

1. The Objectives of this study

The objectives of this study are :

- a. To find out the students' perceptions toward the use of ICT in learning and teaching process.
- b. To analyze the student's perceptions toward the use of ICT in learning and teaching process.

2. The Significannces of the Study

a. Theotrical Significances

Theotrically, this study is provide an overview about various kinds of ICT that use in learning and teaching process and understanding how students responses to the implementation of ICT in educational environments is critical for optimizing its impact on learning outcomes.

b. Practical Significances

1) For Teacher

The study underlines the necessity of using ICT as a media in teaching. By using media that student find engaging, teachers can create a mutually beneficial learning environment. Furthermore, the study emphasizes the importance of teacher and student connections in creating a supportive learning environment. Teachers who provide emotional support, efficiently manage their classroom, and offer instuctional support can help students reduce stress and achieve academic success.

2) For Students

This research might help as a valuable reference for students to select learning media that can enhance their skills and create their own independent learning outside of school.

3) For Other researchers

This research can serve as a valuable reference for other researchers for the further research.

E. Structures of The Research

To make sistematic study, it is necessary to classify the structures of study which consist as follows:

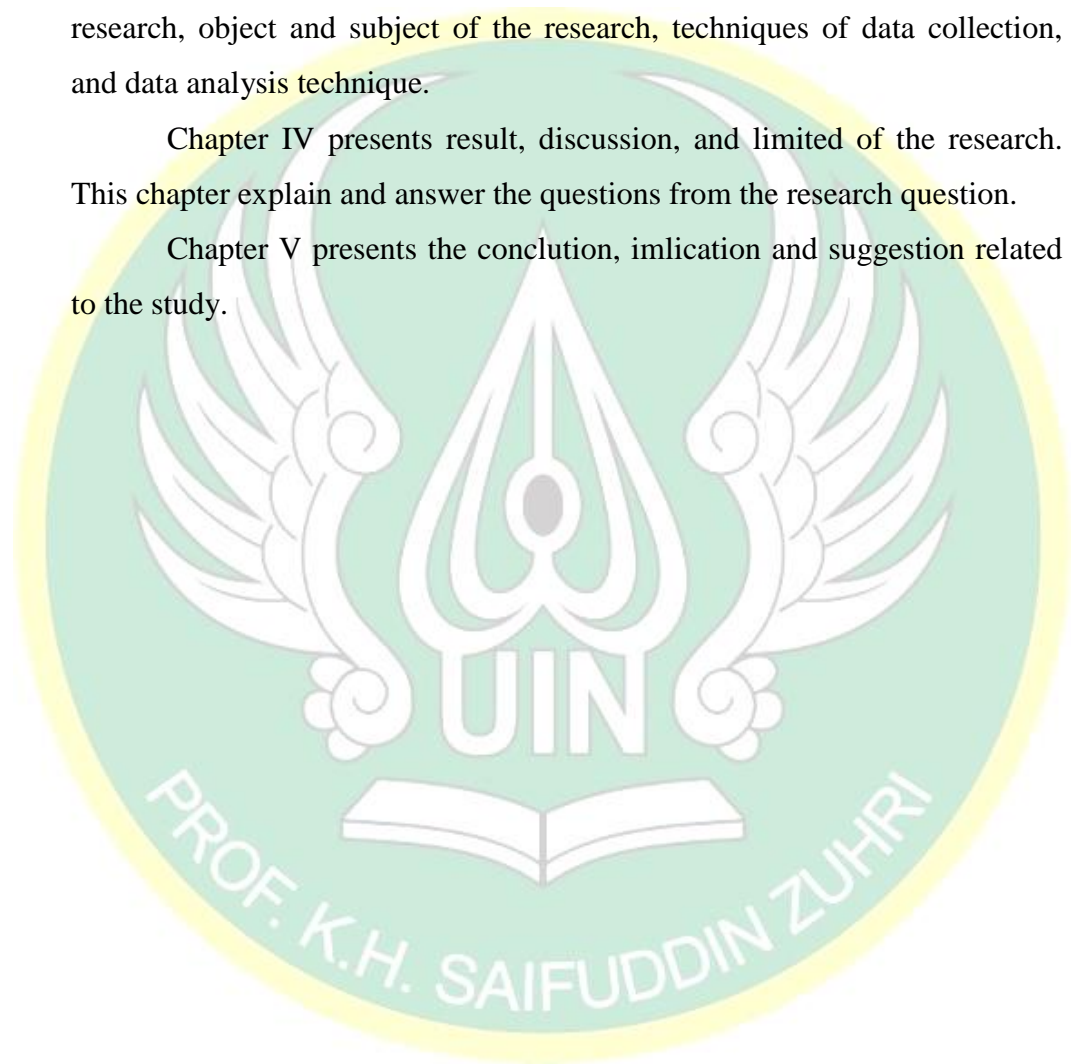
Chapter I presents introduction which consists of background of the study, conceptional definition, research questions, objectives and significances of the research.

Chapter II presents Literature review which consists of Theotrical background, and review of relevan studies.

Chapter III presents reserach method which consists of type of research, object and subject of the research, techniques of data collection, and data analysis technique.

Chapter IV presents result, discussion, and limited of the research. This chapter explain and answer the questions from the research question.

Chapter V presents the conclusion, imlication and suggestion related to the study.



CHAPTER II

LITERATURE REVIEW

A. Theotrical Background

This chapter provides a comprehensive analysis and interpretation of theories, idea, and research findings related to the subject. This part contains of multiples theories related to the research, including those about Students' perception, ICT, and learning English.

1. Perception

a. Definition of perception

Perception is process which individuals recognize objectives facts using a personal tools. Perception is the cognitive process by which individuals interpret and make a sense of sensory inputs, shaping their understanding and interaction with their environment (Nag and Roul 2023). In other word perception is described as how the process of observing by using senses, which then affects how we interact with and understand the environment. In education context, perception is defined as the process of interpreting or assigning meaning to information (Hamsiah, 2023). Perception is similar to proces of creating assumptions through observation. Assumptions can contruct the view of reality considered previous experiences, education, and role requirements (Sari, 2010). In line with this, according to Desiderato as cited in Huda, state perception as an experience about an object, event, or realtionship that are gained by concluding information, and interpreting messages (Huda, 2017).

2. ICT (Information and Communication Technology)

a. Definition of ICT

ICT refers to Information and Communication Technology which includes technology that assist information-related tasks consist of obtaining, processing, storing, and displaying data, aiding collaboration and communication. ICT also includes tools used in

accessing information as related to Wang and Wo in Arjunina, ICT can be hardware and software (Maqbulin 2020). Hardware such as computer, LCD, CPU, etc. And software such as digital application, website, blog, etc. In addition Sulaeman argues that elements of ICT include various kinds of communication media such as radio and television; information machine such as computer, smartphone; and telecommunication technology such as telephone and satellite (Ogunji 2013). Similar definition argued by Asabere and Enguah, ICT is a method or tool for storing and sharing information in the form of text, video, and sound. Ghavifekr and Rosdy also defined ICT as the use of computer systems to facilitate the exchange of information. Basically, ICT is a computer-based information processing technology where all the access of information all around the world can be accessed through ICT.

b. Functions and Roles of ICT in Education

As we know ICT has entered into all aspects of life, including education. These are the function of ICT in education as follows:

- 1) Psychological function : As stated by Adeosun, ICT in education affects the efficiency and increasing productivity of education including cognitive quality, creative and innovative thinking.
- 2) Instructional function : ICT used as supporting tool in teaching and learning process by providing educational resource and learning media. ICT also affects activities in the classroom as argued by Kreijns et al. (2013) integrating ICT in the classroom has a direct impact on student's academic achievement. The utilization of ICT in classroom activities has become increasingly important aspect of modern education. The integration of ICT in teaching and learning process have an impact on the effectiveness and efficiency of educational activities. the efficiency of ICT can be seen from how the use of ICT to facilitates in the teaching and learning process in the school or outside of school environment. ICT facilitates self-

paced learning using various tools such as assignments, computers, and more resulting in a more effective teaching and learning process (Hakim, 2021).

- 3) Administration function: ICT can enhance the quality and efficiency of education delivery. Using ICT for school administration can improve efficiency, accuracy, and transparency (Fatimah, et al. 2020).
- 4) Communication function : communication is a way for people to connect and share information with one another. Nowadays, people can easily connect with other people all around the world using ICT as a tool (Maqbulin, 2020).

The development of ICT has provided a big role in the progression of education by times. According to Irzawati and Hasibuan (2020) The aspects that influences students learning process through ICT, such as: The abundance of ICT facilities, Benefit of utulizing ICT, and motivation booster. ICT plays crucial role as a management tool in organizing and managing teaching and learning activities. by maximazing the use of ICT in management classroom, teacher can optimize their time and create interesting learning environment for the students.

c. Kinds of ICT

According to Davis (1989) Information and Communication Technologies (ICT) encompass a wide range of technologies that facilitate communication, information processing, and data management. Here are some key types of ICT according to him:

- 1) Telecommunication Technologies: This includes mobile phones, landlines, and satellite communications that enable voice and data transmission over distances. These technologies are essential for connecting individuals and businesses globally.
- 2) Internet Technologies: The internet serves as a backbone for various applications, including email, social media, and web

browsing. It allows for the exchange of information and communication across different platforms and devices.

- 3) **Computing Devices:** This category includes personal computers, laptops, tablets, and servers that process and store data. These devices are crucial for running applications, managing databases, and performing complex calculations. In line with this statement, Wang and Wo cited by Maqbulin, (2020) ICT includes both hardware (computer, LCD) and software (application, website, blog). In addition, the element of ICT including communication media, information machine and telecommunication media. (Ogunji, 2013).
- 4) **Software Applications:** Software plays a vital role in ICT, ranging from operating systems to specialized applications for business, education, and entertainment. Examples include word processors, spreadsheets, and graphic design software.
Social Media Platforms: These are online platforms that facilitate social interaction and content sharing among users. Examples include Facebook, Twitter, and LinkedIn, which have transformed how people communicate and share information.
- 5) **Mobile Technologies:** This includes smartphones and mobile applications that enable users to access information and communicate on the go. Mobile technologies have revolutionized how people interact with information and each other.
- 6) **E-learning Technologies:** These are platforms and tools that support online education and training. Examples include Learning Management Systems (LMS), virtual classrooms, and educational apps.

In education aspect, according to MID Pacifik ICT Center, ICT education consist of four components such as: ICT/digital literacy, ICT insfrastucture and Support Applied Technologies, Specialized Business, and Industry Uses in ICT, and ICT Research

and Development Scientists. According to Puentedura, (2010) Information and communication technology (ICT) tools are classified according to their role in transforming teaching and learning processes. These processes may be transformed in one of four ways:

- 1) Substitution: Technology replaces traditional tools (e.g., e-books replacing textbooks).
- 2) Augmentation: Technology adds functionality (e.g., interactive PDFs).
- 3) Modification: Technology redesigns tasks (e.g., collaborative documents).
- 4) Redefinition: Technology creates new tasks (e.g., virtual labs).
- 5) There is also technology designed for educational purposes according to Kocdar (2017)

However, types of ICT can continue to evolve and improve over time.

d. The Advantages and Disadvantages of using ICT in Education

1) The Advantages of ICT in Teaching and Learning Process.

ICT benefits education in three forms : as a tool in education, as a source of knowledge, and as a learning system (Karmila, Lian, and Eddy 2021). This opinion in line with the opinion by Jo Shan Fu in Chollampatt and Ng, (2018) the use of ICT in education has been found as follows:

- a) Support learners in efficiently and successfully obtaining digital information. ICT helps students improve their academic performance by providing quick and effective access to digital material, enabling students to obtain knowledge and skill comprehensively (Halder and Saha 2023). The ease of accessing academic information help students to independently accessing information without limitations.
- b) Support student-centered and self-directed learning. ICT as a facilitator can encourage student-teacher interaction and

negotiation. ICT supports self-paced learning through computer based-assessment (Demestichas and Daskalakis 2020)

- c) Create a stimulating environment for learning. ICT create multi-sensory interactive environments with limitless teaching and learning potential (Halder and Saha 2023).
 - d) Encourage collaborative learning in distance-learning setting.
 - e) Increasing possibilities for critical (higher-order) thinking development.
 - f) Increasing the quality of teaching and learning activities.
 - g) Making course content more accessible.
- 2) Disadvantages of ICT in Teaching and Learning Process.

Besides the advantages, there is also disadvantages of using ICT in Teaching and learning process as follows :

- a) Identifying appropriate resources for student's inquiries might be difficult. The amount of information spread on the internet made it difficult for student to choose correct and incorrect information because the internet could not filter information by itself (Mahmood and Wan 2017).

- b) Availability of technology that used

The availability of devices and the number of students must be comparable, so that students can fairly use ICT, and the devices must also be accompanied by an internet network that can support access to the internet.

- c) Still many teachers lack knowledge on how to use ICT in teaching. Teachers may lack necessary abilities and knowledge to properly incorporate ICT into their teaching methods. According to UNESCO (2011), teachers may face challenges in integrating ICT in learning due to financial constraints, limited internet access, difficulty accessing appropriate materials in their native language, and lack of integration skill.

- d) The cost of ICT is expensive. The reason why not all schools can provide ICT is that the cost of the ICT devices are expensive, so that only certain schools can provide ICT as a learning media (Paramitasari and Ambarwati 2020; Jaiswal 2023).
- e) Students cannot have direct interaction with their teacher. Effective interaction between teacher and students are essential for language acquisition, encouraging ability to communicate, comprehension and overall language competency (Mahmood and Wan 2017; Kinanti 2023).

Basically, the positive and negative impact of ICT on teaching and learning process depends on how teachers and students can collaborate in its use and also supported by facilities from educational institutions.

3. Learning

a. Definion of Learning

Learning is defined as the acquisition of nowledge about a subject or skill through study, experience, or teaching (Drachsler and Kirschner 2012). Learning might be described as ontogenic adaptation which refers to behavior changes in an organism as a result of environmental regularities. Besides od that learning also defined as a change in behavior caused by experience, where experience impact behavior through functional mapping process (de Houwer, Barnes-Holmes, and Moors 2013). In other word, learning is a process that obtained from an experience which the process will affect someone's behavior. Meanwhile, according to Munna and Kalam, (2021) learning defined as a transition process of knowledge from teachers to students, which includes identifying learning objective, developing teaching resources, and implementation of teaching strategies. In line with that, Sequeira, (2012) claimed that learning is a permanent change in learners influence by teacher using

strategies such as improving specialized abilities, altering attitudes, understanding scientific laws that are implemented in a learning environment.

b. The objectives of learning

Based on the definition above, learning is process of change through experience and observation. In learning, there are goals that must be achieved. The objective of learning is to describe the behavior that students expect to have after completing the learning process. Based on humanistic theory, the objectives of learning is to develop the individual, successful learning occurred when students know their surroundings and have the desire to improve themselves (Astaman 2020). In essence, learning activities bring positive changes to individuals whether it changing to become more knowledgeable or changing in attitude.

c. Types of Learning

According to Vester, there are four types in learning, namely:

1) Auditive Learning

This types of learning is accomplished by hearing and speaking. Someone with auditive learning type processed information through sound (Albar and Sari 2021). They will hear, take the information from listening process, then express what they got from the listening process orally. The incorporation of audio components, including music, sound effects, and spoken narration, is a crucial aspect of capturing students' attention. The integration of audio with visual elements facilitates the creation of a more engaging learning environment (As Sabiq, 2018). In other words, the combination of audio and visuals can provide a more comprehensive visualisation of learning.

2) Visual Learning

Visual learning refers to the acquisition of knowledge through visual media, which students use visual aids like graphs,

charts, maps, charts, maps, and diagrams to understand the information better (Raiyn 2016; E 2022). Visual learning media is important in education because it could create ideas, activate learning, provide feedback, and enhance student's enthusiasm to study (Katona et al. 2023).

3) Haptic Learning

Haptic learning is a type of learning in which students engage with material using their sense of touch, encouraging them to acquire meaning and knowledge through tactile feedback (McGowan, Hoffstaedter, and Creese 2022). This learning aims to provide a hands-on approach through physical interaction. Through this learning,, teachers should combine physical activity and the lesson (Lloyd and Bull 2006). Overall, haptic learning provide a unique approach to interact with educational information by combine physiical activity into learning process.

4) Learning Through Intellect

Learning through intellect is the process of learning through thinking, reasoning, and problem solving. Basically this learning just relies on how the learner's ability to absorb information. (S.Lenzner 2024).

4. Learning English

Learning English has become increasingly crucial nowadays. Indonesia is a country that classifies English as a foreign language. It is known as EFL (English Foreign Language). EFL only refers to a county where the majority of the population does not speak English. Indonesians have a relatively limited understanding of English. Therefore, there is a need for awareness of the importance of English.

a. Components in Learning English

In learning english, the main aspect that needed is to understand what components are in learning English. As stated by

Anjayani and Suprpto (2022) in language learning, there are four skills: listening, speaking, reading, and writing.

1) Listening Skill

The one of the basic skill in learning English is listening. Listening is the very basic skill among all the skills. Improving listening skill is essential to support other skills such as speaking, reading, and writing. in line with that statement, Sur'at qizi, (2023) state that listening skill is important in today's fast-paced society. They are necessary for efficient communication either in formal circumstance or in daily communication. Listening helps individual to understand the information accurately and respond appropriately (Maulina et al. 2022).

2) Writing skill

Writing is not only taught from childhood, but will continue to be taught when we enter higher education level. At the basic level, we may learn how to write letters, sentences, make paragraphs. Meanwhile in advanced level we will learn various types of writing such as academic writing which is will be more complex. Therefore, writing is crucial both for students who learn English or other languages because writing can enhance academic success and effective communication. Students who have good writing skill will be able to effectively convey their knowledge (Hosseini et al. 2013). In line with that statement, Ahmed, (2024) states writing helps students to successfully communicate their thoughts, feelings, and ideas with words and phrases, which is essential to communication. Besides that, writing skill assist students in developing and learning new vocabulary and useful phrases. It also helps to comprehend the rules of english language (Hosseini et al. 2013).

3) Reading Skill

Reading is s skill that should not be forgotten in learning English, reading improves vocabulary, writing skill, and cognitive

skill, which contribute to enhanced language competency and communication capabilities (Asian, Interdisciplinary, and Scholar 2022). In line with that statement Aziz, (2020) states reading as a communication tool helps to obtain the information that has been written, and in cognitive skill, reading is crucial for developing critical thinking. By reading we can find new vocabularies from various sources and know how to pronounce and write it correctly. Naturally, through reading the brain will capture what we read so that it will be remembered in the memory.

4) Speaking Skill

Speaking is a skill that requires direct application to practice. Therefore, speaking is very important in communication both in formal situations and in daily activities. As a statement by Sudarmo, (2021) English speaking abilities are important for efficient communication in different parts of life, such as work, academic, and social relationships. Speaking also helps to express the idea to others and gaining confidence by comfortably expressing the idea to other people. Besides that, speaking exercises increase fluency, improve pronunciation, and strengthen listening abilities. (Kadamovna 2021).

b. Learning English through ICT

The fast development of ICT has transformed how English is taught and learned. The use of ICT in teaching and learning activity has grown increasingly popular because it may give learners dynamic and an interesting learning experience. Various kinds of ICT in this modern era also become the factor of the popularity of ICT in teaching and learning activity. The diversity of ICT and the advancement of technology must be balanced with the ability to use it. It is necessary to learn about the basic of using ICT both for teachers and students in order to maximize the implementation of ICT in teaching and learning activity. ICT integration in school offers

significant potential for English language learning. It promotes active learning and motivates students. Technological instruments including computers, TV's, laptops, projectors, and interactive videos impacts student's attitude toward English language learning (Arif and Handayani 2021).

English learning using ICT and traditional is certainly very different. Not all learners can easily accept ICT; there are some learners who still prefer to use traditional learning. It depends on the preferences of each learner. English learning itself has various advantages. One example is the variety of diverse learning and can be connected with anyone and anywhere in various parts of the world.

B. Review of Relevant Study

Based on several sources related to this study, there are journals, and previous study related to the topic of this study. The following are some previous studies that are related and comparable to this study.

The research entitled "Student's Perception on The Use of Whatsapp Application As a Media in Learning English During Pandemic Year 2020/2021" by Yayen Pratiwi. This research focused in the implementation of E-learning during pandemic era. The similarity of this research is the media that used in teaching and learning process that is using ICT. The differences of this study is the type of the research. This research used qualitative descriptive research meanwhile my research used mixed method also this research is focused in only one media of ICT that is whatsapp as a media in learning not generally.

The research entitled "Student's Perception Toward ICT In Learning English" by Isnaini Eddy Saputro (2022). This research divided student perception into 4 categories such as attractiveness aspect, perceived effectiveness aspect, relevance aspect, and perceived motivation aspect. This research is not specifically mentioned the responses of the research. The similarity of this research is the media that used is ICT. The differences of this

research are the type and the collecting data of the research. This research used qualitative research meanwhile my research used mixed method, also the collecting data of this research only used quisionaire, meanwhile my research used quisionaire, interview and documentation.

The research entitled “Teacher’s and Student’s Perception Toward the Use of ICT in EFL Classroom at Islamic Senior High School 2 Soppeng” by Ayu Ashari (2021). This research devided the perception into 2 categories, those are positive and negative perceptions. The similarity of this research is the media used in learning English, that is ICT. The differences of this research are the perception, this research included teachers and students perception toward ICT in learning English, also the type of research in this research used qualitative research, the collecting data in this research only used interview.

The research entitled “Student’s Perception on The Use of English Online Learning Platforms in Tanjung Balai” by May Dilla Sari Claudia (2020). In this research, focused in student’s perception toward the use of quipper. This study conclude that the usse of quipper gave the possitive feedbacks from the students based on the interview. The similarity of this research is the media used in learning, that is ICT. The differences of this research are the type of the research. This research used qualitative research, the media that used in this research is more specific than my research, this research spesificly used one media that is quipper.

The research entitled “Student’s Perception of The Online Media Used By Teacher in Learning English” by Apprilia Prabawati (2021). This research focused in the use of specific ICT’s media, those are whatsapp and google classroom. The similarity of this research is the media used in learning English, that is ICT, but this research is spesificly used whatssapp and google classroom. The differences of this research is the type of the research, this research used qualitative research.

CHAPTER III

METHODOLOGY

A. Type of the Research

In this research, researcher used mixed method. Mixed method is combination of qualitative and quantitative research. It is like used two different instruments to have knowledge of something. This method is used by researcher to gather and evaluate several types of datas in the one research. The aim of mixed method is to acquire more complete findings by combining the strengths of both quantitative and qualitative method (Dawadi, Shrestha, and Giri 2021). Qualitative data provides a spesific data meanwhile quantitative data offers a broader viewpoint.

B. Object and Subject of The Research

The object of this study is student's perception on the use of ICT in learning English. the subject of this research is the 9th grade students of SMPN 1 Paguyangan. The population of 9th grade is 272 students and the researcher take a sample from 9B and 9C. According to Gay, Mills and Airasian (2009: 133), for descriptive method research, minimum 10% of the population, for a relatively small population at least 20%, while for correlation research a sample of 30 respondents is required. Correlation research a sample of 30 respondents is required. The researcher take a sample from 68 students of 9B and 9C.

C. Research Location

In this research, the researcher took the location in SMPN 1 Paguyangan which located in Jl. Raya, Glem pang, Pagojengan, Brebes regency, Central Java, Indonesia. The researcher chooses SMPN 1 Paguyangan as the research location was because the facilities in this school are quite adequate, such as computer laboratory and language laboratory. The researcher wants to examine whether the good ICT

facilities at SMPN 1 Paguyangan can affect student learning process. Therefore the researcher is interested to know how the students perceptions about the use of ICT in learning English with all the facilities that are available in SMPN 1 Paguyangan.

D. Data Collection Technique

The data of this research collected by used quisionaire, interview, and documentation.

1. Questionnaire

Questionnaire is a data collecting technique including a set of written questions or statements presented to respondents to answer (Purwanza et al. 2022). In line with that statement, Vebrianto et al, (2020) defined questionnaire as a research instrument which contains of questions that will be used to collecting data from respondents in systematic way. In this research, The researcher formulated and modified the questionnaire from Ira Irzawati and Anastasia Ronauli Hasibuan entitled Students' Perceptions of the Utilization of ICT in English Learning: Way or Barrier? And combined with a journal by Ayu Widya Ningsih, Pertohap S. R. Sihombing, Dumaris E. Silalahi, Herman, and Lydia Purba entitled Student's Perception Toward The Use of ICT in EFL Learning at Eleventh Grade SMA N 1 Dolok Batu Nanggar. The questionnaire used likert scale, likert scale is a psychometric scale with multiple categories which respondents can select to indicate their ideas, attitudes, or feelings regarding a certain problem (Beglar and Nemoto 2014). The questionnaire consist of 1) the condition of ICT facilities, 2) The advantages of the use of ICT, 3) motivation booster (Irzawati and Hasibuan 2020; Ayu Widya Ningsih et al. 2022) and consis of 12 statements. The questionnaire was distributed through google form. The researcher shared the link to the students of 9th B and 9th C of SMPN 1 Paguyangan, and asked

the qstudents to choose the answer that relevant with their perceptions toward the use of ICT in learning English.

2. Interview

Interview is a method of collecting data through direct conversation or question-and-answer session(Purwanza et al. 2022). In line with that definition, Vebrianto et al. (2020) stated that interview is a data collecting technique in which researcher interact directly face to face with the participants to collect the data using tructured or unstructured interview. In other word, interview is a oral questioning and answering between the interviewer and the participants in order to collect the information or data by questioning the question which related to the research. In this research, researcher use unstructured interview. An unstructured interview is a type of interview where the researcher does not follow a predetermined set of questions systematically. Instead, it allows for more open flexible conversation with the interviewee (Purwanza et al. 2022).

The interviews were conducted with 9th grade students depends on their perceptions on the use of ICT in SMPN 1 Paguyangan. The researcher choosed 2 students per statement who choosed the biggest score of questionnaire.

3. Documentation

Documentation in research is refers to the process of recording of existing datas. Documentation can be in the form of written or visual. Documentation involves collecting item or variable information from notes, transcripts, books, agendas, and other sources. In qualitative research documentation is complement to the use of observation and interviews. In this research, the researcher collected the data documentation in form of lesson plan pictures, interview script.

E. Techniques of Analysis Data

There are two data analysis techniques used in this research, namely technique analysis data for qualitative and technique analysis data for quantitative.

1) Technique analysis data for qualitative data :

A. Triangulation

In research, triangulation is the use of multiple methodologies or data sources to confirm findings and enhance the credibility of the research. Triangulation integrates multiple data collection methodologies and sources. Triangulation allows researchers to assess the validity of data by using multiple retrieval techniques and data sources (Purwanza et al. 2022). The researcher used Methodological Triangulation which combine multiple methods to collect data (Purwanza et al. 2022). The researcher used three data collecting techniques such as questionnaire, interview and documentation.

The process of data analysis is carried out through several stages, including: data reduction, data display, and drawing conclusion.

a. Data reduction

Data reduction is a process in research that involves simplifying and summarizing large volumes of data for easier analysis and interpretation. Researcher used data reduction to focus on the most essential information while removing unnecessary information within the data (Aramo-immonen, 2013). In this research, the researcher reduce the unnecessary informations in interview to gain the data needed in research from the interview.

b. Data display

Data display is presenting of data in organized format to aid comprehension and analysis. Displaying data is effectively organize the data in order to make it easier to analize. After the

data reduced, Researcher displaying the data through tables from the questionnaires that is explained through interview as the supporting data.

c. Drawing conclusion

The final stage in data analysis is drawing conclusion. Conclusion drawing involved the process of reaching final conclusion based on the analysis of collected data. the first findings drawn in qualitative research are regarded temporary and could change if there is insufficient proof or study to support them during the following step of data collecting. However, if these conclusion are supported by consistent and valid data, the conclusion might be considered credible (Soegiyono, 2011). In conclusion step, researcher construct the displayed data into the conclusion of this research.

2) Technique analysis data for quantitative data:

Analysis data in this research used descriptive statistics. Descriptive statistics are methods for summarizing and describing the important elements of a data set, offering a concise summary of the sample and measurements. These statistics help in understanding the data and developing insight (Amtai alaslana, S.I.P. 2017). Descriptive statistic involve displaying data in different forms such as tables, histogram, chart, diagram (Purwanza et al. 2022). descriptive statistics are essential for summarizing and organizing data in a simpler way that is easier to understand and study (Soegiyono, 2011).

Data measurement in this research used Likert scale. likert scale is a psychometric scale with multiple categories which respondents can select to indicate their ideas, attitudes, or feelings regarding a certain problem (Beglar and Nemoto 2014). This scale belongs to ordinal/interval scale. Ordinal scale is a measurement which used in research to rank based on specific criteria (Amtai

alasan, S.IP. 2017). The answer to each statement on this scale can be in the form of words such as: 1. Strongly agree, 2. Agree, 3. Disagree, and 4. Strongly disagree. The researcher only used 4 categories of the answer in order to avoid neutral result in the research. The researcher clasified the catagories scoring from the highest to the lowest scores.

Tabel 3.1 Likert rating scale

No	Responds	Scores
1.	Strongly agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly disagree	1

The questionnaire will proced use SPSS to know the distribution frequencies of the data and categorize the data by make interval percentage of the data use the formula by Holt, (2013)as follow :

$$RII = \sum \frac{w}{AN} \times 100\%$$

RII : Relative Importance Index

A: maximum Scores

N: Total Respondeces

W: Total Scores of respondent's answer

It is necessary to calculate the interval over which the data will be measured before determining the percentage of data. First, determine the range of interval. The range is calculated by subtracting the smallest value from the maximum value in the data set. Second, create the intervals start from the minimal value and create using the calculated width. The next step is count the number of data points within each interval. This is crucial stage in the process, as it enables the creation of a frequency distribution table, which is a fundamental component for further analysis. Lastly, Visual Representation. In this

step, researcher represent the intervals visually using table, histogram or bar chart. In accordance with the preceding steps, the result of interval according to Hussain, (2022) are obtained as follow :

Tabel 3.2 interval range

Categories	interval number	% interval	Range
Very Positive	40-48	100	$\geq 82\%$
Positive	31-39	81	64-81%
Negative	22-30	63	45-63%
Very Negative	12-21	44	$\leq 44\%$

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents finding and discussion of the data, with a particular focus on the results obtained from the data analysis. Finding section presents the results of the study without interpretation or speculation. It is organised in a clear, structured manner using tables, charts and statistics to ensure transparency and facilitate understanding. These findings provide the foundation for the subsequent discussion. Meanwhile, the Discussion section analyses the findings and shows how they relate to the study's objectives. This section looks at how the results compare to existing research and theories, and explains the reasons behind the findings.

A. Finding

The data gained by researcher obtained from various kinds of data collection technique, namely questionnaire, interview, and documentation. This research used qualitative and quantitative approach. For the quantitative, the researcher used questionnaire. Meanwhile for the qualitative, the researcher used interview. The questionnaire had been distributed into the students that comprises of two classes with 68 students from the 9th grades B and C. The questionnaires divided into 3 components such as (state of ICT equipment, The advantages of utilising ICT, and motivation booster) and consist of 11 statements which each statement will be categorized into 4 categories (strongly agree, agree, disagree, strongly disagree). The categories have scoring number, those are strongly agree: 4, agree: 3, disagree: 2, strongly disagree: 1. The result of the questionnaires were processed used SPSS. The result of the questionnaires were compared with the interview result, where the interview questions are open-ended questions based on statements from the questionnaire.

1. ICT Facilities at school are well-appointed

The results of the questionnaire for statement 1, “ICT facilities are well-appointed” were calculated using SPSS calculations, obtained the following results:

Tabel 4.1 ICT Facilities

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	1	1.5	1.5
	Disagree	19	27.9	27.9
	Agree	35	51.5	51.5
	Strongly Agree	13	19.1	19.1
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 1 indicate that, of the 68 correspondents, 1 correspondent (1,5%) answered strongly disagree, 19 correspondents (27,9%) answered disagree, 35 correspondents (51,5%) answered agree, and 13 correspondents (19,1%) answered strongly agree. It can be concluded that the majority of students (35 students, or 52%) agreed that ICT facilities are well-appointed. This finding is in line with the opinion expressed by Student 1 who stated:

“The facilities at school are quite complete, there is a computer lab and also a language lab that can be used for learning”. Student 5 also said that *“the ICT facilities at school are quite good even though there are several computers that cannot be turned on but there are still many computers that are still functioning”.*

However, 19 students (27,9%) choosed disagree. It is supported by student 4 *“Although there is a computer lab, there are some*

computers that do not work, sometimes we also share computers when there are some computers that don't turn on, sometimes we also share computers when there are some computers that don't turn on."

Based on the analysis data from the statement 1, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{196}{68 \times 4} \times 100\% = 72,05\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 72.05. According to table 2, this can be classified as positive category.

2. ICT facilities support the learning process

The results of the questionnaire for statement 2, "ICT facilities support the learning process" were calculated using SPSS calculations, obtained the following results:

Tabel 3.2 ICT facilities

		Frequency	Percent	Valid Percent
Valid	Disagree	15	22.1	22.1
	Agree	39	57.4	57.4
	Strongly Agree	14	20.6	20.6
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 2 indicate that, of the 68 correspondents, 0 correspondent (0%) answered strongly disagree, 15 correspondents (22,1%) answered disagree, 39 correspondents (57,4%) answered agree, and 14 correspondents (20,6%) answered strongly agree. It can be concluded that the majority of students (39 students, or 57,4%) agreed that ICT facilities are well-appointed. This finding is in line with the opinion expressed by Student 6 who stated:

“Yes, sometimes we can access school computers to look for assignments. usually the language lab is also used for listening activities such as during listening exams.”

Supported with that perception, Student 5 also had the same statement: *“computer facilities can be used to do English assignments. sometimes we can also use school computers for group assignments”*.

However, 15 students (22,1%) choosed disagree. It is supported by student 3 *“the school facilities were not good enough to support learning because sometimes wifi signal was not connected”*.

Based on the analysis data from the statement 2, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{203}{272} \times 100\% = 74,6\%$$

From the above calculations it can be concluded that the RII percentage of statement 2 is 74,6%. According to table 2, this can be classified as positive category.

3. The internet connection at school fast enough for educational purposes

The results of the questionnaire for statement 3, “The internet connection at school fast enough for educational purposes” were calculated using SPSS calculations, obtained the following results:

Tabel 4.3 ICT facilities

		Frequency	Percent	Valid Percent
Valid	Disagree	7	10.3	10.3
	Agree	48	70.6	70.6
	Strongly Agree	13	19.1	19.1
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 3 indicate that, of the 68 correspondents, 0 correspondent (0%) answered strongly

disagree, 7 correspondents (10,3%) answered disagree, 48 correspondents (70,6%) answered agree, and 13 correspondents (19,1%) answered strongly agree. It can be concluded that the majority of students (48 students, or 70,6%) agreed that the internet connection at school fast enough for educational purposes. This finding is in line with the opinion expressed by Student 3 who stated *“For the internet at school, if we access the internet it is quite fast for browsing lessons, or watching youtube videos but for downloading it takes a while.”* Student 5 also stated that *“Yes, quite fast for browsing or opening certain apps.”*

However, 7 students (10,3%) choosed disagree. It is supported by student 1 *“The internet connection at school is not very good, sometimes at certain times it is not connected.”*

Based on the analysis data from the statement 3, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{210}{272} \times 100\% = 77\%$$

From the above calculations it can be concluded that the RII percentage of statement 3 is 77%. According to table 2, this can be classified as positive category.

4. ICT make it easier to find learning resources (browsing, digital books, digital article)

The results of the questionnaire for statement 4, “ICT make it easier to find learning resources” were calculated using SPSS calculations, obtained the following results:

Tabel 4.4 The advantages of ICT in learning English

		Frequency	Percent	Valid Percent
Valid	Disagree	2	2.9	2.9
	Agree	50	73.5	73.5
	Strongly Agree	16	23.5	23.5
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 4 indicate that, of the 68 correspondents, 0 correspondent (0%) answered strongly disagree, 2 correspondents (2,9%) answered disagree, 40 correspondents (73,5%) answered agree, and 16 correspondents (23,5%) answered strongly agree.

It can be concluded that the majority of students (40 students, or 73,5%) agreed that ICT make it easier to find learning resources (browsing, digital books, digital article). This finding is in line with the opinion expressed by Student 4 *“ict really makes it easier for me to find learning resources, now everything is on the internet, just click and everything can be searched”*. Student 2 also stated that *“It is very helpful to find books or materials because we don't have to bother opening books, just search the internet.”*

However, 2 students choosed disagree. It is supported by student 6 *“I think it is quite easy, but i prefer using printed books because I got dizzy if I look at the computer for too long”*.

Based on the analysis data from the statement 1, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{218}{272} \times 100\% = 80,14\%$$

From the above calculations it can be concluded that the RII percentage of statement 4 is 80,14%. According to table 2, this can be classified as positive category.

5. ICT really help me to improve my English skill

The results of the questionnaire for statement 4, “ICT really help me to improve my English skill” were calculated using SPSS calculations, obtained the following results:

Tabel 4.5 The advantages of ICT in learning English

		Frequency	Percent	Valid Percent
Valid	Disagree	8	11.8	11.8
	Agree	53	77.9	77.9
	Strongly Agree	7	10.3	10.3
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 5 indicate that, of the 68 correspondents, 0 correspondent (0%) answered strongly disagree, 8 correspondents (11,8%) answered disagree, 53 correspondents (77,9%) answered agree, and 7 correspondents (10,3%) answered strongly agree.

It can be concluded that the majority of students (53 students, or 77,9%) agreed that ICT really help me to improve my English skill. This finding is in line with the statement expressed by student 5 “*I agree, now there are also many applications that are used to learn English and many are free so maybe that can help us improve our English skills.*” Student 2 also stated that “*I feel helped by the use of the ict to improve my English skills. I have used the application to learn English and it was quite helpful for me in memorising and pronouncing words in English*”.

However, 8 students (11,8%) choosed disagree. It is supported by student 3 “*I think English needs direct practice. maybe it's better if it's practised in everyday life. I'm also not the type who remembers easily so I prefer to learn by memorising.*”

Based on the analysis data from the statement 5, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{203}{272} \times 100\% = 75\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 75% According to table 2, this can be classified as positive category.

6. ICT very useful for doing English assignment

The results of the questionnaire for statement 4, “ICT very useful for doing English assignment” were calculated using SPSS calculations, obtained the following results:

Tabel 4.6 The advantages of ICT in learning English

		Frequency	Percent	Valid Percent
Valid	Disagree	4	5.9	5.9
	Agree	46	67.6	67.6
	Strongly Agree	18	26.5	26.5
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 6 indicate that, of the 68 correspondents, 0 correspondent (0%) answered strongly disagree, 4 correspondents (5,9%) answered disagree, 46 correspondents (67,6%) answered agree, and 18 correspondents (26,5%) answered strongly agree.

It can be concluded that the majority of students (46 students, or 67,7%) agreed that ICT very useful for doing English assignment. This finding is in line with the statement expressed by Student 3 “*ict really helps me in doing assignments because we just need to search the internet everything is there.*” Also Student 5 stated “*It is easy to*

do assignments using ict because there are many books or websites that can be accessed to facilitate school assignments”.

However, 2 students (5,9%) choosed disagree. It is supported by student 1 *“It's easy to find assignments on the internet but sometimes the signal at my house doesn't support it and the device is also limited”.*

Based on the analysis data from the statement 6, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{218}{272} \times 100\% = 80\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 80% According to table 2, this can be classified as positive category.

7. ICT as a communication media make me easier to discuss about English learning with friends and teachers

The results of the questionnaire for statement 7, “ICT as a communication media make me easier to discess about English learning with friends and teachers” were calculated using SPSS calculations, obtained the following results:

Tabel 4.7 The advantages of ICT in learning English

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	2	2.9	2.9
	Disagree	15	22.1	22.1
	Agree	45	66.2	66.2
	Strongly Agree	6	8.8	8.8
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 7, ICT as a communication media make me easier to discuss about English Learning with friends and teachers. The total percentage of the

students who agree with this statement is higher than those who disagree with this statement. From the 68 correspondents, 2 correspondents (2,9%) answered strongly disagree, 15 correspondents (22,1%) answered disagree, 45 correspondents (66,2%) answered agree, and 6 correspondents (8,8%) answered strongly agree.

It can be concluded that the majority of students (45 students, or 66,2%) agreed that ICT as a communication media make me easier to discuss about English learning with friends and teachers. This finding is in line with the opinion expressed by Student 4 *“with ict it's also easier to communicate when I'm at home. I can discuss assignments online with friends even though we are not together”*. Student 6 also stated that *“of course it is very easy for long-distance communication if for example I want to ask a friend about an assignment”*.

However, 15 students (22,1%) chose disagree. It is supported by student 1 *“I prefer to discuss face to face, so it can be clearer. sometimes there are also those who are slow to respond or not online so it's a bit difficult to manage.”*

Based on the analysis data from the statement 7, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{191}{272} \times 100\% = 70\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 70%. According to table 2, this can be classified as positive category.

8. ICT help me to be more active in learning English

The results of the questionnaire for statement 8, “ICT help me to be more active in English Learning” were calculated using SPSS calculations, obtained the following results:

Tabel 4.8 The advantages of ICT in learning English

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	1	1.5	1.5
	Disagree	13	19.1	19.1
	Agree	47	69.1	69.1
	Strongly Agree	7	10.3	10.3
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 8 indicate that, of the 68 correspondents, 1 correspondents (1,5%) answered strongly disagree, 13 correspondents (19,1%) answered disagree, 47 correspondents (69,1%) answered agree, and 7 correspondents (10,3%) answered strongly agree.

It can be concluded that the majority of students (47 students, or 69,1%) agreed that ICT help student to be more active in learning English. This finding is in line with the opinion expressed by Student 1 *“I think it helps because we can be more active and independent to solve our own learning problems through the internet, if for English learning, maybe we can be more active when there is a group assignment, we can be more active in discussing with friends either offline or online”*. Also student 6 stated *“maybe yes because I can be more confident when the material given is understood and ict in my opinion makes me more confident so that I can be more able to follow the learning in class”*.

However, 13 students (19,1%) choosed disagree. It is supported by student 2 *“it probably depends on the person, because every student must be different. for me, I may be less active in class even when learning using ict in English language learning”*.

the analysis data from the statement 8, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{196}{272} \times 100\% = 72\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 72%. According to table 2, this can be classified as positive category.

9. ICT (Apps, websites) makes learning more effective and easy to understand

The results of the questionnaire for statement 9, "ICT makes learning more effective and easy to understand" were calculated using SPSS calculations, obtained the following results:

Tabel 4.9 The advantages of ICT in learning English

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	2	2.9	2.9
	Disagree	12	17.6	17.6
	Agree	49	72.1	72.1
	Strongly Agree	5	7.4	7.4
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 9 indicate that, of the 68 correspondents, 2 correspondents (2,9%) answered strongly disagree, 12 correspondents (17,6%) answered disagree, 49 correspondents (72,1%) answered agree, and 5 correspondents (7,4%) answered strongly agree. It can be concluded that the majority of students (49 students, or 72,1%) agreed that ICT help student to be more active in learning English. This finding is in line with the opinion expressed by Student 2 *"of course it makes it easier because if we want to look for assignments it is also easy, we just search on the internet. For example there is a lesson that you don't understand, you can also search on YouTube how to solve the problem. sometimes teachers also share material from the internet*

with students to study”. Student 1 also stated “In my opinion, I also find it easier when using ict because there are also many choices of applications for learning so it is easier to understand”.

However, 12 students (17,6%) choosed disagree. It is supported by student 5 “If it is to make it easier to complete assignments, maybe yes. but if it is to make it easier to understand the material, I disagree. because I am the type of person who needs to be explained directly. so maybe I still need an explanation from the teacher.”

Based on the analysis data from the statement 9, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{193}{272} \times 100\% = 71\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 71% According to table 2, this can be classified as positive category.

10. ICT make me more motivated to complete English Assignment

The results of the questionnaire for statement 10, “ICT makes me more motivated to complete English Assignment” were calculated using SPSS calculations, obtained the following results:

Tabel 4.10 Students’ motivation

		Frequency	Percent	Valid Percent
Valid	Disagree	7	10.3	10.3
	Agree	56	82.4	82.4
	Strongly Agree	5	7.4	7.4
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 10 indicate that, of the 68 correspondents, 0 correspondents (0%) answered strongly disagree, 7 correspondents (10,3%) answered disagree, 56 correspondents (82,4%) answered agree, and 5 correspondents (7,4%) answered strongly agree. It can be concluded that the

majority of students (56 students, or 82,4%) agreed that ICT makes students more motivated to complete English assignment. This finding is in line with the opinion expressed by Student 3 *“I think it is right, because ICT really help me to do my assignment that is why I really like to do my assignment using ICT”*. Student 4 also stated *“I agree because it is also easier to do English assignments with ICT so you can enjoy doing the assignments more”*.

However, 7 students (10,3%) choosed disagree. It is supported by student 6 *“If it makes it easier, maybe yes, but if I am motivated to do the assignment, I don't think so because doing the assignment depends on my own will.”*

Based on the analysis data from the statement 10, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{202}{272} \times 100\% = 74\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 74% According to table 2, this can be classified as positive category.

11. ICT makes me interested in learning English so that makes me more active in class.

The results of the questionnaire for statement 11, “ICT makes me interested in learning English, so that makes me more active in class” were calculated using SPSS calculations, obtained the following results:

Tabel 4.11 Students' motivation

		Frequency	Percent	Valid Percent
Valid	Disagree	12	17.6	17.6
	Agree	48	70.6	70.6
	Strongly Agree	8	11.8	11.8
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 11 indicate that, of the 68 correspondents, 0 correspondents (0%) answered strongly disagree, 12 correspondents (17,6%) answered disagree, 48 correspondents (70,6%) answered agree, and 8 correspondents (11,8%) answered strongly agree.

It can be concluded that the majority of students (48 students, or 70,6%) agreed that ICT makes students interested in learning English so that makes students more active in class. It makes students more active in class. This finding is in line with the opinion expressed by Student 1 *“I think it's more fun, because there are also many applications on the internet now that make learning more fun. for learning English, for example, I have used duolingo. Because I already studied before at home used duolingo, that is why I can follow the lesson well”*. Student 3 also stated *“maybe because we enjoy learning using ict so we automatically become more active in class”*.

However, 12 students (17,6%) choosed disagree. It is supported by student 5 *“I disagree because whether students are active or not depends on their confidence. I do enjoy learning English using ICT but I am the type of student who is less active in class so I don't feel that ICT can make me more active”*.

Based on the analysis data from the statement 11, the data will be categorized and calculated based on the table 2 use the formula as follows:

$$RII = \sum \frac{200}{272} \times 100\% = 73\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 73%. According to table 2, this can be classified as positive category.

12. The use of ICT media (Apps, websites) in learning English makes me more motivated to study harder.

The results of the questionnaire for statement 12, “ICT makes me more motivated to study harder” were calculated using SPSS calculations, obtained the following results:

Tabel 4.12 Students' Motivation

		Frequency	Percent	Valid Percent
Valid	Disagree	17	25.0	25.0
	Agree	38	55.9	55.9
	Strongly Agree	13	19.1	19.1
	Total	68	100.0	100.0

The results of the SPSS calculation on Statement 12 indicate that, of the 68 correspondents, 0 correspondents (0%) answered strongly disagree, 17 correspondents (25%) answered disagree, 38 correspondents (55,9%) answered agree, and 13 correspondents (19,1%) answered strongly agree.

It can be concluded that the majority of students (38 students, or 55,9%) agreed that The use of ICT media (Apps, websites) in learning English makes me more motivated to study harder. This finding is in line with the opinion expressed by Student 2 *“because learning using ict is more interesting so I am more motivated to learn”*. Student 1 also stated *“because maybe it's also easier to learn with ICT so it's more motivated to learn english”*.

However, 17 students (25%) choosed disagree. It is supported by student 6 *“I don't think that ICT can make us study hard, it depends on the student it self”*

Based on the analysis data from the statement 12, the data will be categorized and calculated based on the table 2 use the table formula as follows:

$$RII = \sum \frac{204}{272} \times 100\% = 75\%$$

From the above calculations it can be concluded that the RII percentage of statement 1 is 75% According to table 2, this can be classified as positive category.

To complete the average results of the calculations for the above categories. The results above are categorised again based on the interval range in Table 2. The results for all indicator categories are presented in a table below:

Table 4.13 All Statement Indicator

Categories	Total Score each indicator	Score Categories
ICT Facilities	$\frac{72,05\% + 74,6\% + 77\%}{3} = 74,55\%$	Positive
The Advantages of ICT in Learning English	$\frac{80,14\% + 75\% + 80\% + 70\% + 72\% + 71\%}{6} = 74,69\%$	Positive
Students' Motivation	$\frac{74\% + 73\% + 75\%}{3} = 74\%$	Positive

B. Discussion

In recent years, information and communication technology (ICT) has become an integral component of educational practices, transforming the manner in which students learn, interact, and engage with course materials. As educational institutions increasingly integrate ICT tools into their curricula, it is importance to gain insight into students'

perceptions of these technologies, as their attitudes and experiences can significantly impact the effectiveness and adoption of such tools. The objective of this discussion is to analyze students' perceptions of the use of ICT in their academic environments, with a particular focus on factors such as facilities, benefits or advantages and motivations. By gaining insight into students' perspectives, this section aims to contribute to a deeper understanding of how ICT can be optimised to enhance learning experiences and outcomes.

1. ICT Facilities

Based on the data contained in the finding, the percentage value of ICT facilities is 74,55%, which is categorized as positive. Learning facilities serve to facilitate learning processes, thus it is important for educational institutions to ensure the availability of well-equipped learning facilities. In This research, The ICT facilities indicators are comprised of three categories, as illustrated in Tables 3, 4 and 5. The utilisation of technology-based facilities at educational institutions has the potential to positively impact learning outcomes.

The integration of internet technology, which is becoming increasingly complex, can enhance the educational process (Hariyadi and Hariyati, 2020). This factor is consistently prioritised by educational institutions to ensure they possess comprehensive facilities that can be effectively utilised by students. ICT significantly supports learning by encouraging active engagement, providing diverse and flexible learning opportunities, and facilitating continuous improvement in educational practices (Lafendry, 2022). The utilisation of information and communication technology (ICT) can facilitate transformative changes in pedagogical approaches and the utilisation of learning media. Undoubtedly, ICT has a profound impact on the implementation of more practical learning through the integration of technology in the learning process.

2. The Advantages of ICT in Learning English

Based on the data contained in the finding, the percentage value of ICT facilities is 79,69% which is categorized as positive. the development of technology has led to the emergence of innovative tools designed to facilitate language learning. In This research, The Advantages of ICT in Learning English indicators are comprised of six categories, as illustrated in Tables 6, 7 ,8,9,20, and 11.

The variousity of such applications, particularly those focused on English language acquisition, is likely to stimulate students' interest in learning. The extensive range of applications available offers a convenient in enhancing English proficiency. The utilisation of interactive software and websites has the potential to develop the learning environment. Students often show high motivation to engage in visually appealing and interactive activities, which can foster a deeper interest in learning English (Anwar, 2018).

ICT also has a role in literacy, as ICT as a media for distributing information, of course, ICT plays an important role in the development of literacy in the student or teacher environment. Information and communication technology (ICT) is a widely utilised learning tool in educational contexts. There is a variety of ICT-based learning resources, including those for general and language learning, that are accessible. Information and communication technology (ICT) provides students with access to interactive software and websites that facilitate active engagement with learning materials (Anwar, 2018). The extent to which ICT can facilitate student engagement depends on the design of learning activities that integrate ICT in a way that encourages active participation. The integration of multimedia technology in the field of education has the potential to enhance student engagement and critical thinking (Rofi' et al. 2024). While ICT provides the

necessary tools, it is the teacher and students who ultimately determine the effectiveness of these tools in promoting active learning.

3. Students' Motivation

Based on the data contained in the finding, the percentage value of ICT facilities is 74% which is categorized as positive. In This research, Students' motivation indicator are comprised of three categories, as illustrated in Tables 12,13, and 14. Interactive learning through ICT can increase students' motivation to learn. Using technology can stimulate interest and enthusiasm, leading to a more lively classroom atmosphere (Poudel, 2022). the amount of interactive learning through ict makes it easier for teachers to trigger student motivation. In the field of learning, the use of multi-platforms, such as text, images, animation, video and audio, can motivate learners to enjoy the material (Mutoharoh et al. 2022). The use of learning using ICT can certainly help teachers to design more interesting and effective learning. it all depends on the active role of the teacher in utilising ICT.

The advent of ICT has encouraged the development of interactive learning activities that involve students in a more active learning experience. The use of approaches like gamification, which presents instructional content in game-like formats, has been demonstrated to motivate students to engage and enjoy the learning experience (Lafendry, 2022). This change from traditional to interactive forms has been shown to result in a more enjoyable learning environment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter aims to provide conclusions from this research to make it easier to understand this research, and also provide suggestions to the reader.

A. Conclusion

The objective of this research was to analyse students' opinions toward the use of information and communication technology (ICT) in the English language learning process at SMPN 1 Paguyangan. The findings of the research, conducted on 68 of 9th grade students, indicated that a number of students provided a positive response to the 3 categories consist of 12 statements included in the questionnaires. The students, answered the questionnaires regarding their perceptions toward the use of ICT in learning English. Based on the calculation of the average of all categories reveals the following: The results demonstrate that students perceive the use of ICT in learning English in a positive manner. This is evidenced by the high percentage scores for the three statements included in the questionnaire on ICT facilities (74.55%), the advantages of ICT in learning English (74.69%), and student motivation (74%). However, the findings also highlight the necessity for further enhancement of ICT facilities in schools and their integration into the learning process.

B. Suggestion

The researcher would like to make following suggestions regarding the results of the research in the previous chapter:

1. For Teachers
 - a. teachers should develop more innovative and interesting learning by utilising more ICT references.
 - b. To ensure that the ICT used is not monotonous, teachers need to look for references to current ICT developments.

2. For School

- a. schools need to make improvements to ict facilities at school. for example by adding computer devices.
- b. schools need to add specialised learning about ICT. for example, the use of computer devices, software.
- c. schools also need to provide training to teachers on how to utilise technology in learning.

3. For the Other Researcher

The researcher hopes that this research can be useful for further research as a reference that related to similar topics.

C. Limitation

This study only focuses on students' perceptions and does not discuss teachers' perceptions. During the interview, the environment was not conducive because it was break time and students were not focused on what was being asked. In addition, students do not complete the questionnaire on time, so it takes a long time to get complete data.

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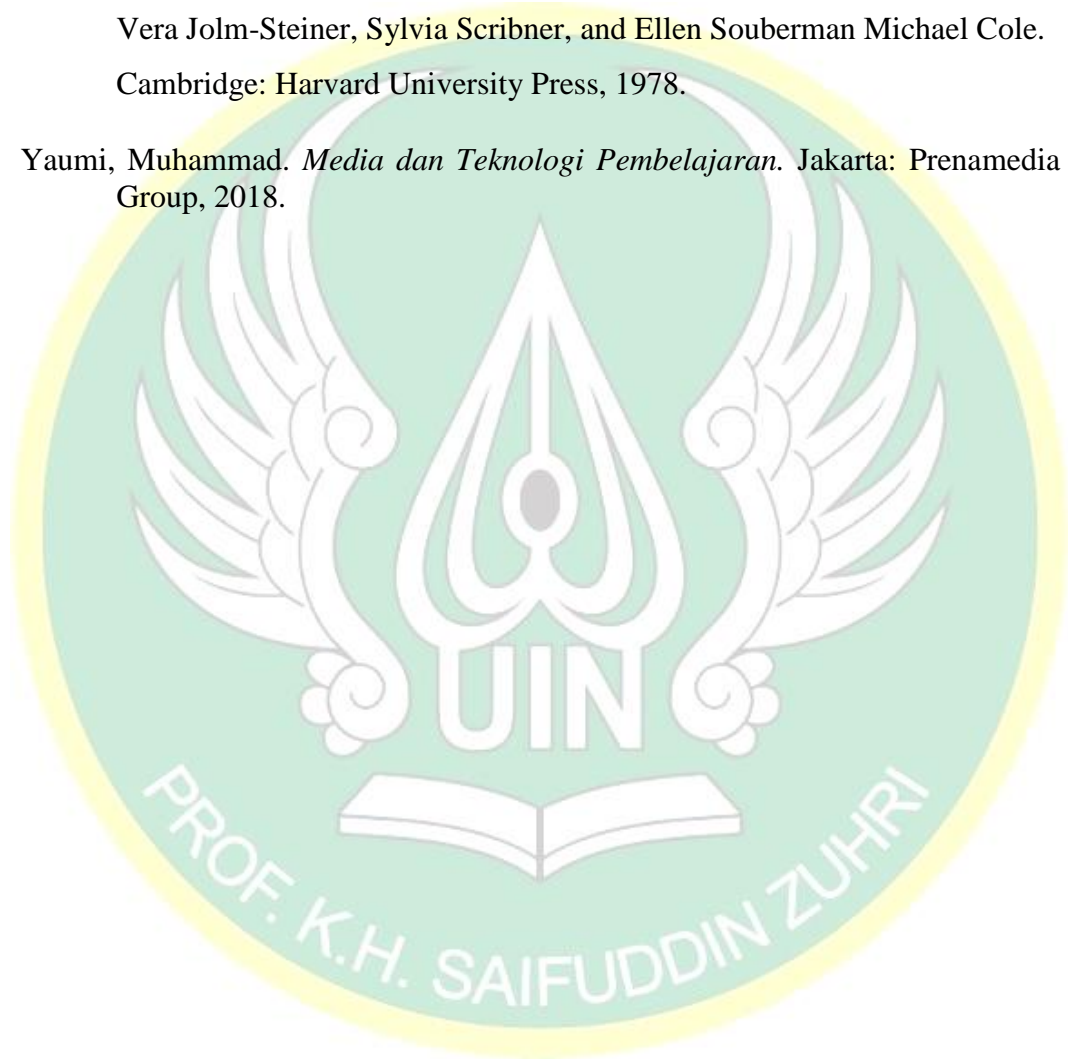
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APPENDICES



Appendix 1 Questionnaire Guides

These statements are adapted from two journals. First journal by Ira Irzawati and Anastasia Ronauli Hasibuan entitled Students' Perceptions of the Utilization of ICT in English Learning: Way or Barrier? And combined with a journal by Ayu Widya Ningsih, **Pertohap S. R. Sihombing, Dumaris E. Silalahi, Herman, and Lydia Purba** entitled Student's Perception Toward The Use of ICT in EFL Learning at Eleventh Grade SMA N 1 Dolok Batu Nanggar.

Kondisi Fasilitas ICT

NO	Statements	SS	S	TS	STS	Score
1.	Fasilitas ICT di sekolah sangat memadai.					
2.	Fasilitas ICT di sekolah mendukung Pembelajaran.					
3.	Koneksi internet di sekolah cukup cepat untuk pembelajaran					

Manfaat ICT dalam pembelajaran Bahasa Inggris

NO	Statements	SS	S	TS	STS	Score
1.	ICT memudahkan saya dalam mencari sumber-sumber belajar					

2.	ICT sangat membantu saya dalam meningkatkan skill Bahasa Inggris					
3.	ICT sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris					
4.	ICT sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru					
5.	ICT membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris					
6.	ICT membuat pembelajaran lebih efektif dan mudah dimengerti					

Motivasi siswa

NO	Statements	SS	S	TS	STS	Score
1.	ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris.					
2.	ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas.					
3.	Penggunaan ICT dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi					

	untuk belajar lebih giat.					
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Appendix 2. Validation Questionnaire Sheet



B. Quisionaires

These statements are adapted from two journals. First journal by Ira Irzawati and Anastasia Ronauli Hasibuan entitled Students' Perceptions of the Utilization of ICT in English Learning: Way or Barrier? And combined with a journal by Ayu Widya Ningsih, Pertohap S. R. Sihombing, Dumaris E. Silalahi, Herman, and Lydia Purba entitled Student's Perception Toward The Use of ICT in EFL Learning at Eleventh Grade SMA N 1 Dolok Batu Nanggar.

Kondisi Fasilitas ICT

NO	Statements	SS	S	TS	STS	Score	
1.	Fasilitas ICT di sekolah sangat memadai						
2.	Fasilitas ICT di sekolah mendukung Pembelajaran						
3.	Koneksi internet di sekolah cukup cepat untuk pembelajaran						

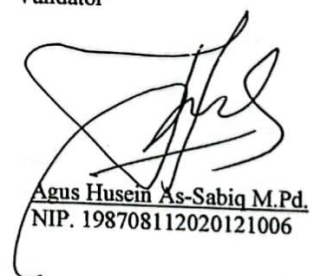
Keuntungan dalam penggunaan ICT

NO	Statements	SS	S	TS	STS	Score	
1.	ICT memudahkan saya dalam mencari sumber-sumber belajar						
2.	ICT sangat membantu saya dalam meningkatkan skill Bahasa Inggris						
3.	ICT sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris						
4.	ICT sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru						
5.	ICT membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris						
6.	ICT membuat pembelajaran lebih efektif dan mudah dimengerti						

Motivation Booster

NO	Statements	SS	S	TS	STS	Score	
1.	ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris.						
2.	ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas.						
3.	Penggunaan ICT dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi untuk belajar lebih giat.						

Purwokerto, 29 November 2023
Validator



Agus Husein As-Sabiq M.Pd.
NIP. 198708112020121006

Appendix 3. Google Form Sheets

Kuisisioner pendapat siswa tentang penggunaan aplikasi digital atau ICT dalam pembelajaran Bahasa Inggris

ICT adalah Information Communication and Technology atau yang biasa kita sebut dengan TIK (Teknologi Informasi dan Komunikasi) yang mana jenisnya meliputi: aplikasi digital, website, media sosial dll.

** Menunjukkan pertanyaan yang wajib diisi*

1. Nama Lengkap *

2. Kelas *

3. Fasilitas Komputer memadai di Sekolah

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

4. Fasilitas Komputer di sekolah mendukung pembelajaran

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

5. Koneksi internet di sekolah cukup cepat untuk pembelajaran

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

6. ICT memudahkan saya dalam mencari sumber-sumber belajar

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

7. Teknologi Informasi dan Komunikasi (Aplikasi, website) sangat membantu saya dalam meningkatkan skill atau kemampuan Bahasa Inggris

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

8. Teknologi Informasi dan Komunikasi (Aplikasi, website) sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

9. Teknologi Informasi dan Komunikasi (Aplikasi, website) sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

10. Teknologi Informasi dan Komunikasi (Aplikasi, website) membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

11. Teknologi Informasi dan Komunikasi (Aplikasi, website) membuat pembelajaran lebih efektif dan mudah dimengerti

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

12. ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris.

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

13. ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas.

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

14. Penggunaan media Teknologi Informasi dan Komunikasi (Aplikasi, website) dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi untuk belajar lebih giat

Tandai satu oval saja.

- ☐ Sangat Setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

Appendix 4. Questionnaire Result

The result of the questionnaire for class IX B and IX C at SMPN 1 Paguyangan

Nama	kelas	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	TOTAL
Ade Wahyu Andika	9B	2	3	2	3	2	3	1	2	2	2	2	2	24
Aisyah Rengganis	9B	3	3	2	3	3	3	3	3	3	3	3	3	32
Anindya Reggina	9B	4	4	4	4	4	4	3	3	3	3	3	3	39
Ariska Nur Aulia	9B	2	2	3	3	3	3	3	4	1	3	4	4	31
Ayumni Salsabila	9B	3	3	3	3	3	3	2	3	2	3	3	3	31
Dea Putri Aulia	9B	4	3	3	4	3	3	3	4	4	3	4	4	38
Dwi Ayunugraheni	9B	3	3	3	4	3	4	4	4	4	4	4	4	40
Dwi Kukuh Pangesti	9B	2	2	3	4	3	4	2	3	3	3	3	4	32
Elsa Septriasa	9B	2	3	2	3	3	3	3	2	3	3	3	3	30
Fabian Sande Permana	9B	3	3	3	3	3	3	3	3	3	3	3	3	33
Fiki Pratama Putra	9B	4	4	4	3	3	4	2	2	2	2	2	2	32
Gilang Agung Prasetyo	9B	3	3	3	3	3	4	3	3	3	3	3	3	34
Ikhroma Nazwa Laelani	9B	2	2	4	4	3	3	3	3	3	3	3	3	33
Juwita Sinta	9B	3	3	3	4	3	4	3	2	2	3	3	4	33
Larasati Anggun	9B	3	3	3	3	3	3	3	3	3	4	4	3	35
M. Azril Fakhru Rezki	9B	3	4	3	4	3	3	2	3	2	3	3	3	33
Mohammad Khaerul Nazril	9B	3	3	3	4	3	4	2	1	3	2	3	2	31
Muhammad Althaf Zarif	9B	3	2	3	3	3	3	4	3	3	3	3	4	33
Muhammad Riski Prasetya	9B	2	2	4	4	3	4	2	2	2	3	2	3	30
Muhammad Akbar Alfaizin	9B	4	4	4	4	4	4	4	3	3	3	3	3	40
Muhammad Azka Ba'ist	9B	3	3	3	3	3	3	3	3	3	3	3	3	33
Muhammad Rizki Nugroho	9B	4	4	4	3	3	4	3	3	4	3	4	4	39
Muhammad Zarfani	9B	2	2	3	3	3	3	3	3	3	3	2	3	30
Novita Putri Azzahra	9B	3	3	3	3	3	3	3	3	3	3	3	3	33

Nur Bela Anggi Cintia Wati	9B	3	4	3	4	3	3	2	3	2	3	3	3	33
Revania Azahra	9B	4	3	3	3	3	3	4	3	3	4	4	4	37
Salsabila Nur Masri	9B	4	4	4	4	4	4	4	4	4	4	3	3	43
Soffi Fairuz Syaghila	9B	3	3	2	3	3	2	2	2	3	2	3	3	28
Talitha Syahda Wibowo	9B	2	2	3	3	2	3	2	2	2	3	3	2	27
Tiah Lidiah Reviyansih	9B	3	3	3	3	4	4	3	3	3	3	3	3	35
Wahyu Ramandika	9B	3	3	3	3	3	3	3	3	3	3	3	4	33
Yafi Fauzan Azhima	9B	3	3	3	3	3	3	3	3	3	3	3	4	33
Yunzilla Arsyah	9B	3	3	3	3	3	3	3	3	3	3	3	3	33
Zalfa Adzrol Sauma	9B	2	4	4	4	4	4	4	4	3	3	3	2	39
Adam Rosadi	9C	1	2	4	4	3	4	2	2	3	4	4	2	33
Aeni Fitriani	9C	2	2	3	3	3	3	2	3	3	3	3	3	30
Afit Tri Nop Putra	9C	3	3	3	3	3	3	3	3	3	3	3	3	33
Ahdan Fathurrozaq	9C	4	3	3	3	3	3	3	3	3	3	3	3	34
Aji Firmansyah	9C	3	3	2	3	2	4	1	3	3	3	3	3	30
Aneira Bunga Afrilia	9C	3	3	3	3	3	3	3	3	3	3	3	3	33
Arya Sakti Ramadhan	9C	2	3	3	3	2	3	3	2	3	3	3	3	30
Aulia Ilmi Madhani	9C	3	3	3	4	3	3	2	3	1	2	2	2	29
Bagus Laksono	9C	2	3	2	3	2	4	3	2	3	3	3	2	30
Bilqis Amalea Rossanie	9C	3	3	3	3	3	3	3	3	3	3	3	3	33
Cinta Maulida	9C	4	4	3	3	3	3	3	3	2	3	3	4	34
Devita Almaghfira	9C	3	3	3	3	3	2	3	3	3	3	3	2	32
Eka Putri Anggraeni	9C	3	3	3	3	3	3	3	3	3	3	3	3	33
Evan Baky Maulana	9C	3	3	3	3	3	3	3	4	3	3	3	3	34
Feby Aulia Putri	9C	2	2	3	3	4	3	3	4	3	3	4	3	34
Gema Bintang Ramadhan	9C	4	3	4	3	3	3	3	3	3	3	3	3	35
Ghina Raudhatul Jannah	9C	2	2	3	3	3	3	3	3	3	3	2	2	30
Ismei Dina Rahmah	9C	3	3	3	3	3	3	3	3	3	3	3	4	33
khafita Hilda Fauzia	9C	2	2	3	3	3	2	3	2	3	3	2	2	28
Lovely Riyanti	9C	2	4	4	3	3	3	3	3	3	3	3	3	34

Meydina Serra Ayusmin	9C	3	3	2	4	2	4	3	3	2	3	2	2	31
Mohammad Arta Dinata	9C	2	2	3	3	3	3	3	3	3	3	3	3	31
Muhammad Galih Sakhi	9C	3	3	3	3	3	3	3	2	3	3	2	2	31
Muhammad Fikri Aziz Maulana	9C	2	2	3	3	3	3	3	3	2	3	3	2	30
Muhammad Khoerul Mizan	9C	4	4	3	3	3	3	3	3	3	3	3	3	35
Naila Tri Agustin	9C	2	2	3	3	3	3	2	3	3	3	2	2	29
Nazila Eka Novitasari	9C	3	3	3	2	2	3	2	2	2	2	2	2	26
Rangga Saputra	9C	3	3	3	3	3	3	3	3	3	3	3	3	33
Rifki Kurniawan	9C	3	4	4	3	4	4	3	3	4	3	3	4	38
Sabrina Febriyanti S	9C	3	3	3	3	3	3	3	3	3	2	2	2	31
Sakinatul Mubarakah	9C	3	3	3	3	3	3	3	3	3	3	3	3	33
Selsy Meylinda Rifika	9C	3	3	3	3	3	3	3	3	3	3	3	3	33
Yudhistira Yanuardi	9C	4	4	4	2	2	2	2	3	3	3	3	3	32
Zacky Arya Anugrah Pratama	9C	4	4	3	3	3	3	3	3	3	3	3	3	35



Appendix 5. Interview Guidelines

(Student 1: Aji Firmansyah)

- Interviewer : Apakah menurut kamu Fasilitas ICT di sekolah sangat memadai?
- Interviewee : Fasilitas di sekolah lumayan komplit, ada lab komputer dan lab bahasa juga.
- Interviewer : Apakah Fasilitas ICT di sekolah mendukung Pembelajaran?
- Interviewee : Menurut saya, fasilitas ICT di sekolah cukup mendukung pembelajaran, meskipun ada beberapa hal yang bisa diperbaiki. Di sekolah kami, ada komputer dan laptop yang bisa digunakan di lab komputer untuk keperluan tugas atau riset. Koneksi internetnya juga cukup baik, meskipun kadang-kadang ada gangguan saat banyak orang mengaksesnya sekaligus.
- Interviewer : Apakah Koneksi internet di sekolah cukup cepat untuk pembelajaran?
- Interviewee : Koneksi internet di sekolah tidak terlalu baik, terkadang pada waktu-waktu tertentu tidak terhubung.
- Interviewer : Apakah ICT memudahkan saya dalam mencari sumber-sumber belajar?
- Interviewee : Saya setuju, ICT Sangat membantu untuk mencari buku atau materi karena kita tidak perlu repot-repot membuka buku, cukup dengan mencari di internet.
- Interviewer : Apakah ICT sangat membantu saya dalam meningkatkan skill Bahasa Inggris?
- Interviewee : Saya merasa terbantu dengan penggunaan ict untuk meningkatkan kemampuan bahasa Inggris saya. Saya telah menggunakan aplikasi ini untuk belajar bahasa Inggris dan cukup membantu saya dalam menghafal dan mengucapkan kata-kata dalam bahasa Inggris”.
- Interviewer : Apakah ICT sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris?
- Interviewee : Sangat mudah untuk mencari tugas di internet, namun terkadang sinyal di rumah saya tidak mendukung dan perangkatnya juga terbatas.
- Interviewer : Apakah ICT sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru ?

- Interviewee : Saya lebih suka berdiskusi dengan tatap muka, jadi bisa lebih jelas. Terkadang ada juga yang lambat merespon atau tidak online jadi agak susah diatur.
- Interviewer : Apakah ICT membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris?
- Interviewee : Menurut saya bisa membantu, karena kita bisa lebih aktif dan mandiri untuk memecahkan permasalahan pembelajaran melalui internet. Kalau dalam pembelajaran bahasa Inggris mungkin saat ada tugas kelompok, kita jadi lebih aktif berdiskusi.
- Interviewer : Apakah ICT membuat pembelajaran lebih efektif dan mudah dimengerti?
- Interviewee : Ya, menurut saya lebih mudah saat kita memakai ICT karena banyak pilihan aplikasi untuk belajar dan gratis juga jadi ya saya jadi lebih mudah memahami materi.
- Interviewer : Apakah ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris?
- Interviewee : Menurut saya, ICT sangat membantu dan memotivasi saya dalam menyelesaikan tugas Bahasa Inggris. Misalnya, dengan adanya akses ke internet, saya bisa mencari referensi tambahan, atau menonton video yang bisa memperjelas materi yang sedang dipelajari.
- Interviewer : Apakah ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas?
- Interviewee : Saya rasa lebih menarik karena banyak aplikasi yang bisa digunakan di internet yang membuat pembelajaran lebih menyenangkan. Saya pernah menggunakan duolingo di rumah dan itu lumayan menarik untuk belajar bahasa, jadi kalau di sekolah saya jadi lebih bisa mengikuti pelajaran.
- Interviewer : Apakah Penggunaan ICT dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi untuk belajar lebih giat?
- Interviewee : Saya setuju, penggunaan ICT dalam pembelajaran Bahasa Inggris memang membuat saya lebih termotivasi untuk belajar lebih giat. Dengan teknologi, saya bisa mengakses berbagai sumber belajar yang menarik dan interaktif, seperti video atau aplikasi bahasa yang membantu saya memahami materi lebih mudah.

(Student 2: Soffi Fairuzb Syaghila)

Interviewer : Apakah menurut kamu Fasilitas ICT di sekolah sangat memadai?

Interviewee : Menurut saya, fasilitas ICT di sekolah kami sudah cukup memadai, meskipun masih ada beberapa hal yang bisa diperbaiki. Di sekolah kami, ada lab komputer ada juga lab bahasa, terus ada juga LCD di setiap kelas walaupun tidak semua tapi sangat membantu.

Interviewer : Apakah Fasilitas ICT di sekolah mendukung Pembelajaran?

Interviewee : Iya mendukung, kalau kita ingin mencari sesuatu tugas bisa di lab komputer, terus juga kalau mau presentasi juga ada LCD di kelas.

Interviewer : Apakah Koneksi internet di sekolah cukup cepat untuk pembelajaran?

Interviewee : Tidak menentu, kadang cepat kadang tidak. Kalau sedang banyak yang memakai pasti lelet.

Interviewer : Apakah ICT memudahkan saya dalam mencari sumber-sumber belajar?

Interviewee : Menurut saya, sangat membantu saya untuk menemukan buku atau materi pelajaran jadi lebih gampang tidak perlu membuka buku paket atau LKS.

Interviewer : Apakah ICT sangat membantu saya dalam meningkatkan skill Bahasa Inggris?

Interviewee : Menurut saya iya, ICT sangat membantu dalam meningkatkan skill Bahasa Inggris saya. Dengan adanya akses ke berbagai aplikasi dan website, saya bisa melatih kemampuan Bahasa Inggris kapan saja dan di mana saja.

Interviewer : Apakah ICT sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris?

Interviewee : Menurut saya, ICT tidak terlalu banyak membantu saya dalam mengerjakan tugas Bahasa Inggris. Walaupun ada banyak aplikasi atau situs yang bisa digunakan, saya merasa lebih mudah belajar dengan cara yang lebih langsung, seperti berdiskusi dengan teman atau guru.

Interviewer : Apakah ICT sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru ?

Interviewee : Ya, ICT sangat memudahkan saya untuk berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru. Dengan adanya aplikasi seperti WhatsApp atau Google Meet, saya bisa dengan mudah bertanya langsung kepada guru atau teman jika ada materi yang saya belum mengerti.

- Interviewer : Apakah ICT membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris?
- Interviewee : Saya rasa ICT tidak terlalu membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris. Meskipun saya bisa mengakses banyak materi online, saya merasa lebih fokus dan aktif ketika belajar langsung di kelas atau berdiskusi tatap muka dengan teman-teman dan guru.
- Interviewer : Apakah ICT membuat pembelajaran lebih efektif dan mudah dimengerti?
- Interviewee : Tentu saja memudahkan karena kalau kita mau cari tugas juga gampang, tinggal cari di internet. Misalnya ada pelajaran yang tidak dimengerti, kita juga bisa mencari di youtube bagaimana cara menyelesaikan soal tersebut. Terkadang guru juga membagikan materi dari internet kepada siswa untuk dipelajari.
- Interviewer : Apakah ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris?
- Interviewee : Saya rasa ICT tidak terlalu mempengaruhi motivasi saya dalam menyelesaikan tugas Bahasa Inggris. Memang saya bisa mencari informasi atau menggunakan aplikasi, tapi saya lebih termotivasi jika tugas tersebut ada tenggat waktu yang jelas atau jika saya bisa berdiskusi langsung dengan teman atau guru.
- Interviewer : Apakah ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas?
- Interviewee : Mungkin tergantung orangnya, karena setiap siswa pasti berbeda. bagi saya, saya mungkin kurang aktif di kelas bahkan ketika belajar menggunakan ict dalam pembelajaran bahasa Inggris.
- Interviewer : Apakah Penggunaan ICT dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi untuk belajar lebih giat?
- Interviewee : karena pembelajaran menggunakan ict lebih menarik sehingga saya lebih termotivasi untuk belajar.

(Student 3: Thlitha Syahda Wibowo)

- Interviewer : Apakah menurut kamu Fasilitas ICT di sekolah sangat memadai?
- Interviewee : Menurut saya, fasilitas ICT di sekolah kami masih kurang memadai. Meskipun ada lab komputer dan Wi-Fi, jumlah perangkat yang tersedia tidak mencukupi untuk semua siswa.

Seringkali saya harus menunggu giliran untuk menggunakan komputer.

Interviewer : Apakah Fasilitas ICT di sekolah mendukung Pembelajaran?

Interviewee : Fasilitas sekolah tidak cukup baik untuk mendukung pembelajaran karena terkadang sinyal wifi tidak terkoneksi

Interviewer : Apakah Koneksi internet di sekolah cukup cepat untuk pembelajaran?

Interviewee : kalau untuk browsing atau menonton video youtube itu lumayan cepat, tapi kalau untuk download sesuatu agak lelet.

Interviewer : Apakah ICT memudahkan saya dalam mencari sumber-sumber belajar?

Interviewee : ICT benar-benar memudahkan saya dalam mencari sumber belajar. Saya bisa dengan mudah mengakses berbagai materi pembelajaran melalui internet, seperti video pembelajaran di YouTube

Interviewer : Apakah ICT sangat membantu saya dalam meningkatkan skill Bahasa Inggris?

Interviewee : Menurut saya bahasa Inggris itu perlu praktek langsung. mungkin lebih baik jika dipraktikkan dalam kehidupan sehari-hari. Saya juga bukan tipe orang yang mudah mengingat jadi saya lebih suka belajar dengan cara menghafal.

Interviewer : Apakah ICT sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris?

Interviewee : ict sangat membantu saya dalam mengerjakan tugas karena kita tinggal mencari di internet semuanya sudah ada.

Interviewer : Apakah ICT sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru ?

Interviewee : Saya merasa ICT sangat membantu dalam berdiskusi tentang pembelajaran Bahasa Inggris. Lewat aplikasi seperti Zoom atau Google Meet, saya bisa ikut sesi tanya jawab atau diskusi kelompok bersama teman-teman dan guru, meskipun tidak bertemu langsung. Jadi, ketika saya ada kesulitan dalam memahami materi Bahasa Inggris, saya bisa langsung menghubungi guru atau teman lewat media sosial atau aplikasi yang kami pakai di kelas.

Interviewer : Apakah ICT membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris?

- Interviewee : Menurut saya, ICT tidak terlalu membuat saya lebih aktif dalam pembelajaran Bahasa Inggris. Meskipun ada banyak sumber belajar online, saya merasa lebih sulit untuk fokus saat belajar dengan menggunakan teknologi. Terkadang saya lebih banyak menghabiskan waktu di media sosial atau terganggu dengan hal lain.
- Interviewer : Apakah ICT membuat pembelajaran lebih efektif dan mudah dimengerti?
- Interviewer : Apakah ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris?
- Interviewee : Menurut saya benar, karena ICT sangat membantu saya dalam mengerjakan tugas, oleh karena itu saya jadi suka mengerjakan tugas dengan menggunakan ICT
- Interviewer : Apakah ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas?
- Interviewee : Mungkin karena kita senang belajar menggunakan ict jadi otomatis kita jadi lebih aktif di kelas.
- Interviewer : Apakah Penggunaan ICT dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi untuk belajar lebih giat?
- Interviewee : Saya rasa penggunaan ICT dalam pembelajaran Bahasa Inggris tidak selalu memotivasi saya. Kadang saya merasa lebih sulit untuk memahami materi melalui aplikasi atau video dibandingkan dengan cara mengajar langsung yang lebih jelas dan mudah dipahami.

(Student 4: Bagus Laksono)

- Interviewer : Apakah menurut kamu Fasilitas ICT di sekolah sangat memadai?
- Interviewee : Meskipun ada lab komputer, ada beberapa komputer yang tidak berfungsi, terkadang kami juga berbagi komputer ketika ada beberapa komputer yang tidak menyala.
- Interviewer : Apakah Fasilitas ICT di sekolah mendukung Pembelajaran?
- Interviewee : Ya, fasilitas ICT di sekolah cukup baik, kami juga sering memakai komputer atau LCD untuk belajar.
- Interviewer : Apakah Koneksi internet di sekolah cukup cepat untuk pembelajaran?
- Interviewee : Menurut saya tidak terlalu, apalagi kalau sedang banyak yang memakai internet.

- Interviewer : Apakah ICT memudahkan saya dalam mencari sumber-sumber belajar?
- Interviewee : Setuju, ICT sangat mempermudah untuk mencari buku, atau jawaban untuk tugas. Sekarang semua sudah ada di internet, hanya tinggal klik dan semua ada.
- Interviewer : Apakah ICT sangat membantu saya dalam meningkatkan skill Bahasa Inggris?
- Interviewee : Saya kurang setuju karena saya lebih suka dterangkan oleh guru
- Interviewer : Apakah IC T sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris?
- Interviewee : Sangat terbantu sih kak, apalagi sekarang semua bisa dicari di internet.
- Interviewer : Apakah ICT sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru ?
- Interviewee : Saya setuju, dengan ict, saya juga lebih mudah berkomunikasi saat berada di rumah. Saya dapat mendiskusikan tugas secara online dengan teman meskipun kami tidak sedang bersama.
- Interviewer : Apakah ICT membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris?
- Interviewee : Menurut saya agak susah untuk focus saat menggunakan ICT karena terkadang saya malah membuka permainan.
- Interviewer : Apakah ICT membuat pembelajaran lebih efektif dan mudah dimengerti?
- Interviewee : Dengan adanya berbagai aplikasi atau situs web yang mengajarkan Bahasa Inggris, saya bisa belajar kapan saja dan sesuka hati. Saya bisa mengulang materi atau latihan soal yang sulit hingga benar-benar paham.
- Interviewer : Apakah ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris?
- Interviewee : Saya setuju karena lebih mudah mengerjakan tugas bahasa Inggris dengan ICT sehingga kita bisa lebih menikmati mengerjakan tugas.
- Interviewer : Apakah ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas?
- Interviewee : Dengan adanya aplikasi dan video pembelajaran yang menarik, saya jadi lebih semangat belajar Bahasa Inggris. Misalnya, saya

bisa menonton film atau video dengan subtitle Bahasa Inggris yang membantu saya belajar sambil bersenang-senang.

Interviewer : Apakah Penggunaan ICT dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi untuk belajar lebih giat?

Interviewee : Ada banyak aplikasi yang tersedia, tetapi saya merasa beberapa aplikasi atau platform tidak begitu membantu dalam membuat saya termotivasi. Kadang-kadang, saya malah merasa terbebani oleh tugas-tugas online yang tidak begitu menarik.

(Student 5: Fiki Pratama)

Interviewer : Apakah menurut kamu Fasilitas ICT di sekolah sangat memadai?

Interviewee : Fasilitas di sekolah cukup bagus, walaupun ada beberapa komputer yang tidak bisa nyala tapi masih banyak juga yang masih berfungsi..

Interviewer : Apakah Fasilitas ICT di sekolah mendukung Pembelajaran?

Interviewee : Menurut saya iya, kadang kita bisa mencari tugas di lab komputer atau kalau ada tugas kelompok juga kadang digunakan.

Interviewer : Apakah Koneksi internet di sekolah cukup cepat untuk pembelajaran?

Interviewee : Ya lumayan cepat kalau untuk cari sesuatu di google atau kalau mau buka aplikasi di komputer.

Interviewer : Apakah ICT memudahkan saya dalam mencari sumber-sumber belajar?

Interviewee : Menurut saya iya, karena sekarang apa apa bias dicari di internet, apalagi untuk mencari buku atau materi pelajaran sekarang sangat mudah.

Interviewer : Apakah ICT sangat membantu saya dalam meningkatkan skill Bahasa Inggris?

Interviewee : Saya setuju, sekarang juga sudah banyak aplikasi yang digunakan untuk belajar bahasa Inggris dan banyak yang gratis jadi mungkin itu bisa membantu kita meningkatkan kemampuan bahasa Inggris kita.

Interviewer : Apakah ICT sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris?

Interviewee : Saya setuju, Mudah mengerjakan tugas dengan menggunakan ict karena banyak buku atau website yang bisa diakses untuk mempermudah tugas sekolah.

- Interviewer : Apakah ICT sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru ?
- Interviewee : Meski ada banyak cara untuk berdiskusi lewat teknologi, kadang saya merasa lebih sulit memahami penjelasan lewat pesan teks atau video call.
- 8Interviewer : Apakah ICT membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris?
- Interviewee : Saya lebih suka belajar Bahasa Inggris dengan cara tradisional, seperti membaca buku atau mendengarkan penjelasan guru langsung.
- Interviewer : Apakah ICT membuat pembelajaran lebih efektif dan mudah dimengerti?
- Interviewee : Kalau untuk mempermudah dalam menyelesaikan tugas, mungkin iya. tapi kalau untuk mempermudah dalam memahami materi, saya kurang setuju. karena saya tipe orang yang perlu dijelaskan secara langsung. jadi mungkin saya masih perlu penjelasan dari guru.
- Interviewer : Apakah ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris?
- Interviewee : Saya merasa tugas yang diberikan lewat ICT seringkali terasa lebih berat karena harus dikerjakan di depan layar komputer atau ponsel. Kadang saya lebih suka belajar dengan cara yang lebih tradisional dan langsung dari buku atau kelas.
- Interviewer : Apakah ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas?
- Interviewee : Saya tidak setuju karena aktif atau tidaknya siswa tergantung pada kepercayaan diri mereka. Saya memang senang belajar bahasa Inggris dengan menggunakan TIK tetapi saya tipe siswa yang kurang aktif di kelas sehingga saya tidak merasa TIK dapat membuat saya lebih aktif.
- Interviewer : Apakah Penggunaan ICT dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi untuk belajar lebih giat?
- Interviewee : Saya merasa lebih termotivasi ketika belajar dalam kelompok atau saat ada tugas yang harus diselesaikan di kelas kalau tidak ada tekanan malah jadi menunda-nunda tugas.

(Student 6: Nazila Eka Novitasari)

- Interviewer : Apakah menurut kamu Fasilitas ICT di sekolah sangat memadai?
- Interviewee : Fasilitas ICT di sekolah lumayan memadai dan berfungsi dengan baik, walau ada beberapa yang rusak dan kurang bias berfungsi.
- Interviewer : Apakah Fasilitas ICT di sekolah mendukung Pembelajaran?
- Interviewee : Ya, kadang kita bisa memakai komputer sekolah untuk mengerjakan tugas. Biasanya kalau lab bahasa digunakan kalau ada tes yang mendengarkan dialog.
- Interviewer : Apakah Koneksi internet di sekolah cukup cepat untuk pembelajaran?
- Interviewee : Lumayan cepat sih kak, kalau hanya sekedar browsing atau lihat youtube.
- Interviewer : Apakah ICT memudahkan saya dalam mencari sumber-sumber belajar?
- Interviewee : Menurut saya cukup mudah, tetapi saya lebih suka menggunakan buku cetak karena saya pusing jika terlalu lama melihat komputer.
- Interviewer : Apakah ICT sangat membantu saya dalam meningkatkan skill Bahasa Inggris?
- Interviewee : Beberapa aplikasi atau website yang saya coba untuk belajar Bahasa Inggris terasa terlalu rumit atau membingungkan, sehingga saya kesulitan menggunakannya.
- Interviewer : Apakah ICT sangat membantu dalam mengerjakan tugas-tugas Bahasa Inggris?
- Interviewee : Saya setuju, dengan adanya akses ke internet, saya bisa mencari referensi dan contoh-contoh tulisan untuk membantu saya menyelesaikan tugas Bahasa Inggris.
- Interviewer : Apakah ICT sebagai media komunikasi memudahkan saya berdiskusi terkait pembelajaran Bahasa Inggris dengan teman dan guru ?
- Interviewee : tentu saja sangat memudahkan untuk komunikasi jarak jauh jika misalnya saya ingin bertanya kepada teman tentang tugas
- Interviewer : Apakah ICT membantu saya untuk lebih aktif dalam pembelajaran Bahasa Inggris?
- Interviewee : Mungkin iya karena saya bisa lebih percaya diri ketika materi yang diberikan sudah dimengerti dan ict menurut saya membuat

saya lebih percaya diri sehingga saya bisa lebih bisa mengikuti pembelajaran di kelas.

Interviewer : Apakah ICT membuat pembelajaran lebih efektif dan mudah dimengerti?

Interviewee : Kalau menurut saya, saya lebih suka ketika diterangkan oleh guru secara langsung jadinya kita juga bisa bertanya serta mendapatkan saran dari guru.

Interviewer : Apakah ICT membuat saya lebih termotivasi dalam menyelesaikan tugas dalam pembelajaran Bahasa Inggris?

Interviewee : Kalau mempermudah mungkin iya, tapi kalau untuk motivasi mengerjakan tugas saya rasa tidak karena mengerjakan tugas itu tergantung kemauan saya sendiri.

Interviewer : Apakah ICT membuat saya tertarik dalam pembelajaran bahasa Inggris sehingga membuat saya lebih aktif di kelas?

Interviewee : Saya merasa ICT tidak cukup membuat saya tertarik untuk aktif di kelas. Saya lebih suka jika guru menggunakan metode yang lebih kreatif di kelas untuk membuat kita lebih tertarik.


Interviewer : Apakah Penggunaan ICT dalam pembelajaran Bahasa Inggris membuat saya lebih termotivasi untuk belajar lebih giat?

Interviewee : karena mungkin juga lebih mudah belajar dengan ICT jadi lebih termotivasi untuk belajar bahasa inggris.

Appendix 6. Documentation of interview



Appendix 7. Research Permission Letter

**PEMERINTAH KABUPATEN BREBES**
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 1 KECAMATAN PAGUYANGAN
SEKOLAH STANDAR NASIONAL (SSN)
Jalan. Raya Pagojengan, Paguyangan, ☎ 0289.432210 Brebes, ✉ 52276
Pos-el : smpn1paguyangan@yahoo.co.id <http://www.smpn1paguyangan.org>

SURAT KETERANGAN
Nomor : 422.2/121/2024

Yang bertanda tangan di bawah ini :


Nama	: SUPARNYO, S.Pd.,M.Pd.
N I P	: 19640417 198702 1 001
Pangkat / Golongan Ruang	: Pembina Tk. I / IV/b
Jabatan / Pekerjaan	: Guru Pembina / Kepala Sekolah
Unit Kerja	: SMP Negeri 1 Paguyangan

Menerangkan dengan sesungguhnya bahwa :

1. Nama	: FIKI RIDHONA
2. NIM	: 1817404059
3. Semester	: 12 (Dua Belas)
4. Jurusan/ Prodi	: Tadris Bahasa Inggris
5. Fakultas	: Fakultas Tarbiyah dan Ilmu Keguruan
6. Universitas	: Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Mahasiswa tersebut telah melaksanakan Penelitian Skripsi pada siswa di SMP Negeri 1 Paguyangan dari tanggal 16 Maret 2024 – 16 Mei 2024 dengan judul *“Student’s perception toward the use of ICT in SMPN 1 Paguyangan”* untuk memperoleh data dalam rangka penyusunan Laporan Hasil Penelitian.

Demikian surat keterangan Penelitian ini kami buat untuk dipergunakan seperlunya.


Paguyangan, 28 Maret 2024
Kepala Sekolah
Suparno, S.Pd.,M.Pd.
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