

Students' Perception on the Use of Web-Based Technology for Learning English Skills at University

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ABSTRACT

This study aims to examine English Students' perception toward the use of web-based technology for learning English skills at university level. The study employed survey research because it was conducted to investigate and describe the characteristic of the research subject. The research participant are from Semester 1 and 3 English students at IAIN Kediri in academic year 2020/2021 that consists of 345 students. For the sample, it took 50% from the whole students which are 172 students. Close-ended Questionnaire is used as the instrument of this study. The data obtained through five point of Likert scale survey and reported in percentage. The data collected were analyzed using descriptive statistic by finding out the total score per item. The results of this study shows that English students have positive perception of the use of web-based technology related to language skills (78% of students), behavioral (74% of students), and affective components (72% of students).

Key words: *Students' perception, Web-based technology, English skill*

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INTRODUCTION

As an international language, English is a significant element that has a major influence in international communication activities. Grabe and Stoller (2002) have stated that students make use of various parts of English skills such as listening, speaking, reading, and writing for their proficiency and communication. Therefore, the types of instructional media used by instructors to facilitate their classes are an important element in successful learning (Ahmadi, 2017). According to Becker (2000), the use of technology such as computers is an important element in the learning process where teachers or lecturers will have easy access, lots of teaching materials, and freedom in the curriculum.

Technology is an effective tool for language learners. Language learners can use technology as a significant part of the learning process. Costley (2014) has stated that teachers or lecturers should apply the use of technology to support the curriculum so that learners can maximize the use of technology. Student cooperation can be improved through technology. Cooperation is one of the most important tools for learning. Learners work together cooperatively to create assignments and learn from each other through reading the work of their peers (Keser, Huseyin,

& Ozdamli, 2011).

In a situation like today, the use of technology in learning English is a mandatory requirement. The pandemic that is uncertain when it will end makes teachers or lecturers have to find new ways to carry out learning activities. Online learning using internet-based technology is an effective solution that can be used to replace face to face learning activities. One form of internet-based technology for online learning is web-based technology which is used in web-based learning. Many of these web-based technology media are effective tools for language learning even before the pandemic. Pupung, Susilawati, and Wachyu (2016) in their research on the use of one of the web-based learning media (Edmodo) have stated that its use to teach writing in blended learning setting is preferred by students because of its uniqueness, newness, and attraction.

As one of the universities that provides English language education programs, IAIN Kediri strives to provide adequate learning facilities for its students. Before the pandemic, technology has been integrated into the teaching and learning process. This includes how to convey material, how to share information, how to give assignments and communicate between students and lecturers. In the classrooms the technology used by lecturers, such as computers, internet, video, software, LCD projectors, sound systems, and smartphones. However, during the pandemic, some technologies are not being used again because they do not support online learning. Therefore, the university decides to use web-based technology as a learning medium by providing E-Learning site which can be accessed at the URL address www.elearning.iainkediri.ac.id. But in practice, the use of the E-Learning site has several obstacles, such as the servers that are often full which disrupt the learning process. In the end, several lecturers decide to use other web-based technology such as google classroom, Edmodo, Whatsapp, Telegram, etc. Harjanto and Sumarni (2019) in their research on teacher experiences in using google classroom have stated that teachers found it effective to promote collaborative learning, minimize problems, organize students' documents and save time.

Studies related to students' perceptions on the use of technology in learning English have been conducted by several researchers. Izadpanah and Alavi (2016) in their research on the point of view of high school students in the use of technology for learning English have stated that high school students argue that the use of technology is very helpful in their English learning process. This opinion is the same between male and female students, so the effectiveness of using technology does not depend on gender. The use of technology has also been proven to help students in understanding the materials well (Tristiana & Rosyida, 2018). Using computers and every kind of technological equipment give students the sense of freedom and encouragement. Milon and Iqbal (2017) in their study examine the attitudes and perceptions of high school students towards technology skills, usage patterns, perceived benefits and challenges in using technology in learning English. The findings show that technological tools such as computer software, social networking websites, online videos, mp3 podcasts, smartphone and tablet applications have a positive impact and can be very effective in improving students' language skills.

Those researchers tried to examine students' perception in the use of technology in general. Yet, over those researches, students' perception towards the use of web-based technology rarely disclosed by researchers. Web-based technology is a network application accessible over the internet (blogs, discussion boards, conferencing sessions tools, online multimedia and mobile technologies, online games etc.) that enable individuals to connect to each other. Therefore, this research is intended to analyze and examine the following questions: "What are students' perceptions in using web-based technology for learning English Skills at IAIN Kediri?"

METHOD

The purpose of this study is to report students' perception in the use web-based technology for learning English skills. With this specific aim, the researcher wants to describe the students' perception on using web-based technology for learning English skills. Therefore, this study applied

quantitative descriptive method.

Participants

The research was conducted on English students in the first and third semesters of IAIN Kediri in the 2020/2021 academic year that consists of 345 students. For the sample, it took 50% of the students which are 172 students who were taken from all classes. The participants' native language is Bahasa Indonesia and they are advanced-level English students.

Material

A likert-scale questionnaire was adapted from Izadpanah & Alavi (2016) who previously conducted a survey on students' perceptions of using computer-assisted language learning (CALL) technology for learning English in Zanjan public high schools. In this study, researcher changes the subjects on the questionnaire to web-based technology. The type of questionnaire used is a close-ended. It is scored on 5 points, ranging from strongly disagree to strongly agree (strongly disagree=1, disagree=2, neutral=3, agree=4, and strongly agree=5). Participants are instructed to choose an option that reflects their thinking. The researcher then evaluated the results using MS Excel and SPSS version 26.

Data collection procedures

The researcher prepared the instrument and brought it to the expert validator. After that, a try out was held to 25 students to measure the validity and reliability of the questionnaire. After that the researcher explained about the research and distributed the questionnaire in the form of a google form link by entering each class Whatsapp group.

Analysis

The data analyzed by using a formula based on Nazir (2005) as follows:

1. The researcher determines the ideal scale with the following formula: Criterion score = scale value X number of respondents.

Formula	Scale	SA	Strongly Agree
5x172=860	SA	A	Agree
4x172=688	A	N	Neutral
3x172=516	N	D	Disagree
2x172=344	D	SD	Strongly disagree
1x172=172	SD		

2. The researcher determines interval, rating value and the perception category according to the table above.

- a. Postive statements

Answer Value	Scale	Perception Category
689-860	SA	Very Positive
517-688	A	Positive
345-516	N	Neutral
173-344	D	Negative
0-172	SD	Very Negative

- b. Negative statements

Answer Value	Scale	Perception Category
689-860	SA	Very Negative
517-688	A	Negative

345-516	N	Neutral
173-344	D	Positive
0-172	SD	Very Positive

3. Then the researcher starts calculating scores per item. For example, for number 1 quizzes there were 50 students who answered strongly agree, 81 students answered agree, 34 students answered neutral, 7 students answered disagree and 0 students answered strongly disagree.

Scale	Answer Scale*Scale Value	Result
SD	0X1	0
D	7X2	14
N	34X3	102
A	81X4	324
SA	50X5	250
Total		690

The total score is 690, and this includes the strongly agree scale or very positive perception (positive statement)/ very negative (negative statement)

4. Finally, the researcher calculates the percentage of the score above using the formula: $p = f / n \times 100\%$. (p=percentage, f= frequency of each questionnaire answer, n= ideal number of scores).

$p = 690/860 \times 100\% = 80\%$, the researcher does the same for each item in the questionnaire.

FINDINGS

After analyze the data, the researcher has found the result. It consists of several data for instance total score (TS), and percentage (P) of the questionnaire.

Overall questionnaire data results

The data on students' perception toward the use of *Web-based technology* is presented in table 1.

Table 1 Students' perceptions toward the use of *Web-based technology*

Item	5(SA)	4(A)	3(N)	2(D)	1(SD)	TS	P
The use of web-based technology related to language skills components							
1. Web-based technology is a useful tool to access various types of English materials for reading.	29,4 %	45,1 %	19,8 %	4,1%	0%	690	80%
2. Web-based technology helps me improve my listening skills.	26,7 %	42,4 %	25,6 %	4,7%	0,6%	671	78%
3. Web-based technology helps me	22,7 %	38,4 %	25,6 %	10,5 %	2,9%	632	73%

improve my speaking skills.							
4. Web-based technology is a useful tool for developing writing skill.	24,4 %	45,9 %	22,7 %	6,4%	0,6%	666	77%
5. Web-based technology helps me enlarge my vocabulary mastery	43,6 %	44,2 %	9,9%	1,7%	0,6%	737	85%
6. Web-based technology helps me develop my grammar.	27,3 %	44,2 %	22,7 %	5,2%	0,6%	675	78%
7. The use of web-based technology can help improve my communication skills.	25,6 %	36,6 %	27,9 %	9,3%	0,6%	649	75%
The use of web-based technology related to behavioral component							
8. Web-based technology makes English learning easier for independent learning.	22,1 %	42,4 %	27,9 %	6,4%	1,2%	650	75%
9. Web-based technology makes English learning easier.	18,6 %	43,6 %	30,2 %	5,8%	1,7%	639	74%
10. I can get more useful feedback in lessons using web-based technology.	14%	35,9 %	32,6 %	12,2 %	1,7%	605	70%
11. I often use web-based technology to do my English assignments.	24,4 %	48,3 %	22,1 %	4,7%	0,6%	673	78%
12. It is essential for English language learners to master web-based technology.	20,9 %	47,7 %	27,3 %	4,1%	0%	663	77%
13. Using web-based technology to learn English is a great advantage over traditional methods.	18,6 %	36,6 %	33,1 %	9,3%	2,3%	619	71%
14. Learning English through web-based	6,4%	18,6 %	29,7 %	27,3 %	18%	566	65%

technology is not necessary.							
15. I find that using web-based technology does not help my English learning.	7,6%	11%	19,2 %	43,6 %	18,6 %	422	49%
16. I need training in using web-based technology.	16,9 %	30,8 %	35,5 %	14%	2,9%	593	68%
The use of web-based technology related to affective component							
17. Web-based technology makes lessons more interesting than traditional English instruction.	15,1 %	42,4 %	31,4 %	8,7%	2,3%	633	73%
18. I like learning a new language using web-based technology.	22,1 %	39,5 %	29,7 %	7%	1,7%	642	74%
19. I am confident about working with web-based technology.	15,1 %	39,5 %	37,2 %	7%	1,2%	620	72%
20. Web-based technology is a stress-free environment to learn English.	8,7%	34,3 %	45,9 %	8,7%	2,3%	582	67%
21. Using a web-based technology makes language lessons more interesting to me.	14%	48,8 %	30,8 %	5,2%	1,2%	635	73%
22. Web-based technology makes me feel tense and uncomfortable.	8,1%	16,9 %	37,8 %	25,6 %	11,6 %	489	56%

From the table above it can be seen that the five highest Item scores are consecutively on Item number 5 (737 / SA Scale), 1 (690 / SA Scale), 6 (675 / A Scale), 11 (673 / A Scale), 2 (671 / A Scale). All of the Items mentioned above are positive statements that fall into the category of very positive to positive perception. Most of the Items with the highest scores are found in the first aspect regarding the use of web-based technology related to language skills.

For the five Items with the lowest total, these are consecutively found in Item numbers 15 (422 / N Scale), 22 (489 / N Scale), 14 (566 / A Scale), 20 (582 / A Scale), and 16 (593 / A Scale). Most of the Items with the lowest score are found in the second aspect regarding the use of web-based technology related to behavioral components. All Items are negative statements except Item number 20 which varies from the categories of positive, neutral, and negative perceptions.

The results of questionnaire data in every aspect

1. The use of web-based technology related to language skill components

Tabel 2 Questionnaire Data in The Aspect Related to Language Skills

Item	Statement	Total Score	Percentage
1	Web-based technology is a useful tool to access various types of English materials for reading.	690	80%
2	Web-based technology helps me improve my listening skills.	671	78%
3	Web-based technology helps me improve my speaking skills.	632	73%
4	Web-based technology is a useful tool for developing writing tools.	666	77%
5	Web-based technology helps me enlarge my vocabulary knowledge.	737	85%
6	Web-based technology helps me develop my grammar.	675	78%
7	The use of web-based technology can help improve my communication skills.	649	75%
TOTAL		4.720	
MEAN SCORE		674	78 %

In this aspect, there are 7 question items. All items in this aspect are positive statements. Data from the questionnaire shows that the highest total is 737 (SA scale / very positive), the lowest total is 632 (A scale / positive), and the total mean score is 674 which included agree scale or positive perception. It can be concluded that from a total sample of 172 students, 78% of students have a positive perception of the use of web-based technology related to language skills. This is indicated by the average total score of all items, namely 674 which is on the agree or positive scale.

2. The use of web-based technology related to behavioral component

Tabel 3 Questionnaire Data in The Aspect Related to Behavioral Component (Positive Statements)

Item	Statement	Total Score	Percentage
8	Web-based technology makes English learning easier for independent learning.	650	75%
9	Web-based technology makes English learning easier.	639	74%
10	I can get more useful feedback in lessons using web-based technology	605	70%
11	I often use web-based technology to do my English assignments.	673	78%
12	It is essential for English language learners to master web-based technology.	663	77%
13	Using web-based technology to learn English is a great advantage over traditional methods.	619	71%
TOTAL		3.849	
MEAN SCORE		641	74%

Tabel 4 Questionnaire Data in The Aspect Related to Behavioral Components (Negative Statements)

Item	Statement	Total Score	Percentage
14	Learning English through web-based technology is not necessary.	566	65%
15	I find that using web-based technology does not help my English learning.	422	49%
16	I need training in using web-based technology.	593	68%
TOTAL		1.581	
MEAN SCORE		527	61%

In this aspect, there are 9 question items. Item number 8-13 are positive statements and item number 14-16 are negative statements. For the positive statements, data from the questionnaire shows that the highest total is 673 (Agree scale /positive), the lowest total is 605 (Agree scale /positive), and the total mean score is 641 which included agree scale or positive perception. For the negative statements, data from the questionnaire shows that the highest total is 593 (Agree scale/negative), the lowest total is 422 (Neutral scale), and total mean score is 527 which included agree scale or negative perception.

It can be concluded that from a total sample of 172 students, for the positive statements, 74% of students have a positive perception of the use of web-based technology related to behavioral component. For the negative statements, 61% of students have a negative perception.

3. The use of web-based technology related to affective component

Tabel 5 Questionnaire data in the aspect related to affective components (Positive Statements)

Item	Statement	Total Score	Percentage
17	Web-based technology makes lessons more interesting than traditional English instruction.	633	73%
18	I like learning a new language using web-based technology.	642	74%
19	I am confident about working with web-based technology.	620	72%
20	Web-based technology is a stress-free environment to learn English.	582	67%
21	Using a web-based technology makes language lessons more interesting to me.	635	73%
TOTAL		3.112	
MEAN SCORE		622	72%

Tabel 6 Questionnaire data in the aspect related to affective components (Negative Statement)

Item	Statement	Total Score	Percentage
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22	Web-based technology makes me feel tense and uncomfortable.	489	56%
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In this aspect, there are 6 question items. Item number 17-21 are positive statements and item number 22 is negative statement. For the positive statements, data from the questionnaire shows that the highest total is 642 (Agree scale /positive), the lowest total is 582 (Agree scale /positive), and the total mean score is 622 which included agree scale or positive perception. For the negative statements, data from the questionnaire shows that the total is 489 which included neutral perception.

It can be concluded that from a total sample of 172 students, for the positive statements, 72% of students have a positive perception of the use of web-based technology related to affective component. For the negative statement, 56% of students have a neutral perception.

DISCUSSION

The research findings show that English students in semester 1 and 3 of academic year 2020/2021 at IAIN Kediri have a positive perception of the use of web-based technology related to language skill components. All questionnaire Items in this aspect get a score with perceptual categories ranging from positive to very positive. Total mean score is 674 which included agree scale or positive perception. This shows that English students feel a positive impact from the use of web-based technology related to English language skills.

Regarding the perceptions of English students on the use of web-based technology related to behavioral components, it shows that in positive statements they have a positive perception. All positive Items in this aspect get a score in the positive perception category. The total mean score is 641 which included agree scale or positive perception. This shows that English students get a positive impact from the use of web-based technology addressed to usefulness, and learners' independence. Meanwhile, for negative Items that lead to facilities and necessity, English students have a neutral to negative perception with a total mean score of 527 which is included in the negative perception category.

In the aspect of using web-based technology related to affective components, it shows that in positive statements they have a positive perception. All positive Items in this aspect get a score in the positive perception category. The total mean score is 622 which included agree scale or positive perception. This shows that English students get a positive impact from the use of web-based technology addressed to eagerness, and attraction. As for the negative questions that lead to anxiety, English students have a neutral perception with a score of 489. This shows that even though web-based technology can increase the desire and interest in learning, some students still feel uncomfortable and lack confidence when use it. This relates to the second aspect above, where when students are less proficient and have limited facilities from using a technology, it will cause learning anxiety and discomfort.

Based on explanation above, it shows that English students have positive perception in the use of web-based technology for learning English related to language skills. It is found that students hold the highest positive perception toward vocabulary. It corresponds to Khodaparast & Ghafournia (2015) which states that online teaching approaches significantly affected language learners' vocabulary learning. Where by using web-based technology, students will certainly be able to find more new

vocabulary. English students in IAIN Kediri also have positive perception toward listening, reading, speaking, writing, and grammar skills. Similar findings were found by Kitchakarn (2015) and Nurhasanah, Sulisty, Agustiani, and Ulya (2020). They found that students perceived use of web-based technology positively in their listening, speaking, writing, reading skills, and vocabulary knowledge except that they showed lowest mean score regarding improvement of their grammatical knowledge through using web-based technology. In addition, Kalanzadeh, Soleimani & Bakhtiarvand (2014) revealed that participants agreed with effectiveness of films, videos, CDs, and e-learning on development of their language skills.

In addition, it was found that students have positive feelings about the use of web-based technology in the English learning process (behavioral and affective components). Findings revealed that students strongly and moderately perceived web-based technology useful in independence learning, easier learning, receiving feedback, and corrections of mistakes. Web-based platform provided students with features that allow them to work independently while sharing their thoughts through group discussions. In addition, students argued that the use of web-based platforms in the learning process is effective because it saves time and effort. They also considered web-based technology to be environmentally friendly because it can save paper used for doing assignments (Cakrawati, 2017; Tristiana & Rosyida 2018). However, in this study, more than half of the students stated that learning English through web-based technology is not necessary and they still need training to use this type of technology. Nearly half of the students also indicated that the use of web-based technology does not help them in the English learning process. This showed that even though web-based technology is considered useful, many students are still not ready to do it. It can be caused by the inadequate facilities owned by some students so that using this kind of technology makes their learning process even more difficult.

Students generally reported that web-based technology makes learning English more interesting. Regarding desirability, students positively revealed that the use of web-based technology in the classroom motivates them and they feel confident about using web-based technology in the classroom. It was reported that web-based technology creates a stress free environment. Likewise, previous research in this study showed that students consider web-based technology to be useful, fun, stress-free, attractive, and interesting in their learning process (Chen and Bryer, 2012; Kitchakarn, 2015; Kalanzadeh et al., 2014; Riasati et al., 2012). However, nearly half of the students also indicated that the use of web-based technology makes them feel tense and uncomfortable. This shows that even though web-based technology can increase desire and interest in learning, some students still feel uncomfortable and lack confidence when use it. This relate to the second aspect, where when students are less proficient and have limited facilities from using a technology, it will cause learning anxiety and discomfort.

CONCLUSION

Based on the finding and discussion above, it can be concluded that in the first aspect regarding the use of web-based technology related to language skills component, from a total sample of 172 students, 78% of students have a positive perception. In the second aspect regarding the use of web-based technology related to behavioral component, it is found that 74% of students have a positive perception. In

the last aspect regarding the use of web-based technology related to affective component, it is found that 72% of students have a positive perception. It can be concluded that most English students in semester 1 and 3 of the 2020/2021 academic year at IAIN Kediri have a positive perception in the use of web-based technology for learning English skills. Therefore, it is suggested that web-based technology can be used as alternative learning application.

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