

## Students' Perceptions of Using Digital Product in English Class Activities at SMAN 3 Pekanbaru

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### Abstract:

A lot of students who are less skilled in using digital products when studying is the reason this research was conducted. The aim of this study at investigating students' perceptions of using digital products in learning at SMAN3 Pekanbaru. This study was a survey research conducted from March to April 2021 in grade 11, SMAN 3 Pekanbaru. The questionnaire was used as the main instrument for collecting data. Data analysis was performed by categorizing student responses to each questionnaire question into graphs. The data was analyzed based on the responded "strongly agree", "agree", "neutral", "disagree", and "strongly disagree." After that, the number of students who gave responses was converted into percent units and entered into a graph. The findings in research show that the students' perceptions of using digital products in terms of "Convenience" are at the highest level with a total of 37.3% followed by "Academic reason" 34.4%, "Teaching and Learning Benefit" 31.8%, "Social Networking" 30.5%, "E-learning Perceptions" 30.1%, "Social Influence" 27.9%, "Ease of Use" 27.9%, and "Barriers" 13.9%. In conclusion, the use of digital products for learning resources can facilitate students in the learning process.

**Keywords:** *Students' Perceptions, Digital Products, Class Activities*

### 1. INTRODUCTION

Nowadays, the development of technology and media is increasingly making it easier for people to carry out all their activities, so that recently technology has had a big effect on its users. Along with this, technology has now penetrated the world of education. Educators in this modern era use technology and media in the learning process to be very

important. Mastery of various sciences, besides fostering creativity for educators and the learning process will also create pleasant learning conditions.

Learning technology was initially viewed as technology related to the use of equipment, media and facilities by using tools. However, now learning technology is theory and practice in the design, development, use, management and

evaluation of processes and resources for learning. In educational activities, it is not uncommon for educators to use strategies in learning by combining technology and media. Januszewski and Molenda, (2008:1), argue that educational technology is an ethical study and practice to facilitate learning and improve performance by creating, using, and managing appropriate processes and technology sources. Meanwhile, teaching media is anything that can be used to convey messages or information in the learning process so that it can stimulate student attention and interest in learning. There are several phenomenon that occur in school that make researcher choose this title, based on information that researcher get from the teacher at SMAN 3 many of students who are not active in the learning process, especially in learning when use digital product, so many of them do not master the use of digital products. The researcher uses an interactive type approach in this study for dealing with this phenomenon. Benefit of approach strategy interactive is the Students are given more opportunities to involve their curiosity about the object to be studied, Train to express curiosity through the questions posed by the teacher, it means of play for students through exploration and investigation activities.

Based on the phenomenon above, the researcher interested in conducting this research.

## 2. METHOD

This research was descriptive qualitative research method. Komariah & Satori (2011: 23) revealed that qualitative research This is done because researchers want to explore

phenomena that cannot be quantified that is descriptive such as the process of a steps of work, the formula of a recipe, the notions of a various concepts, characteristics of a product and service, pictures, styles, procedures of a culture, physical model of an artifact and so on.

The purpose of descriptive research is to make systematic, factual, and accurate descriptions of the facts and characteristics of a particular population or area. This study was used to determine how is student perception of using digital product in class activities at SMAN 3 Pekanbaru. This study aims to obtain a clearer, more complete, and possible and easy for researchers to carry out observational research. Therefore, the authors determine the research location is the place where the research carried out. 5

Arikunto (2010) explains that what is meant by data sources in research is the subject from which the data is obtained. This study uses a questionnaire in its data collection technique, the data source or participant is called the respondent, namely the person who answers the researcher's questions in the form of written questions. Participants or respondents in this study consisted of school students totaling 98 people, who came from class XI IPS 5, XI IPS 3, and XI MIPA 1. The population consisted of all students, namely 98 people. For participants or student respondents, samples will be taken from 98 students to 77 students as participants.

Obtaining the data, the questionnaire was distributed to the students as the respondents in this study. The writer gave time for one hour for the students to fill the

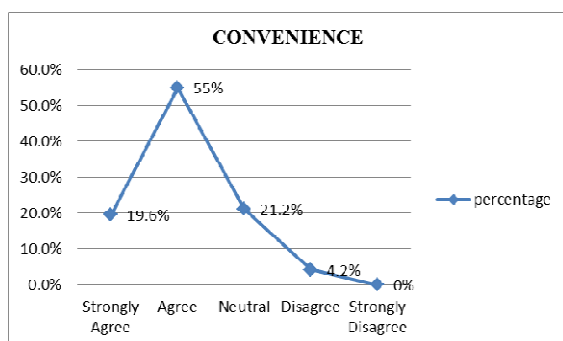
questionnaire on the google form. Then, the students filled the response by choose the correct response after read the statement one by one. After that, the filled questionnaire was collected. Then, the data was analyzed.

### 3. FINDINGS AND DISCUSSION

#### Findings

After collecting the data, the frequency of every indicators was analyzed by classifying the frequency into percentage. Then, input it into the graphic. The following chart presents the frequency of indicator.

Chart 1. Convenience



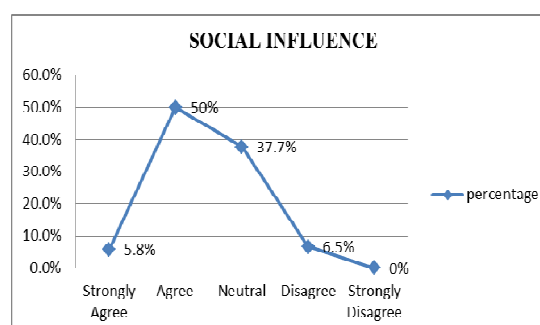
Based on the chart, it can be seen that there are 55% of students who agree that the convenience factor affects their learning process when using digital products, 19.6% of students even strongly agree. One example of digital products that students often use in the learning process is Youtube and WhatsApp. Youtube can make it easier for students to find videos or audio according to the material they want to learn. The "recommendation" feature from YouTube can make it easier for them because YouTube always provides similar video or audio suggestions.

In addition to Youtube, there is also Whatsapp which can facilitate the student learning process. With WhatsApp, teachers

and students can conduct teleconferences or video calls to carry out learning that cannot be carried out in the classroom. Whatsapp also makes it easier for students or teachers to share subject matter in the form of documents, images, videos or audio. Through this media, the material shared by the teacher will automatically be stored on the cellphone, so that it can be read or re-studied by students.

By using WhatsApp groups, student and teacher interactions will be easier. In its use, students are very understanding and almost all students have smartphones. Giving material and explanations by teachers is usually done by sending voice messages (voice notes), sending pictures, or sending files (power point or Microsofts word). Although many students agree that using digital products can make it easier for them in the learning process, there are 21.2% of students who give a neutral response and 4.2% of students disagree with the convenience factor.

Chart 2. Social Influence

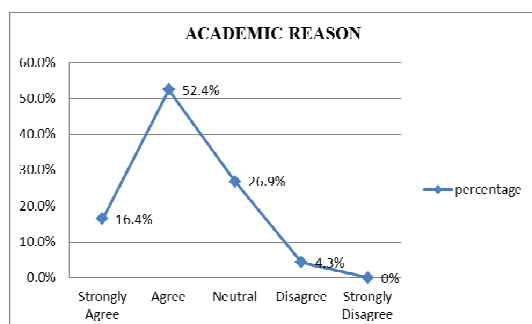


Furthermore, social influence in using digital products as a medium for learning activities, by the chart above it shows that 50% of students agree that social influences those in using digital products for daily learning activities, 5.8% of students even strongly agree. Most of the students

claimed to be influenced by teachers to use digital products as a medium for learning, this is because there is a necessity for them to be able to integrate with digital products so that the teaching and learning process can be done anytime and under any circumstances.

Not only teachers taught students about using digital product but also their family and friends. Students can operated digital products easily. Digital product is very helpful students, because they are able to meet all their needs in learning activities. Teachers and colleagues also do not hesitate to tell about how to access materials using digital products in order to fulfill learning activities.

Chart 3. Academic Reason



Nowadays, using technology is unavoidable in the world of education. As in the chart, it can be seen that 52.4% of students agree that the use of digital products is indeed influenced by academic reasons, 16.4% of students even strongly agree. There are also 26.9% of students who responded strongly agree, and only 4.3% of students who disagree.

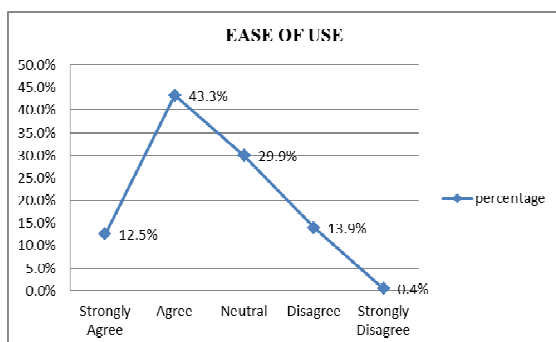
The use of digital products creates a learning atmosphere that is not bound by space and time, because each student participant can take part in learning

whenever and wherever they are. The learning process can be done by utilizing several application features that exist in digital product sites.

For example, students can use digital products such as Google Classroom and WhatsApp. In Google Classroom the teacher can provide materials and assignments effectively. The task model given is in accordance with what the teacher wants, either in the form of quizzes or other assignments. Here the teacher must be able to provide interesting material and not too much in every meeting, so that students do not feel bored and too heavy in understanding the material presented. Google classroom can make it easier for students to access various materials and assignments that have been given by the teacher, and also in collecting student assignments they can also do it in google classroom.

Many students agree that the use of Google Classroom in the teaching and learning process for students to complete tasks faster, improve student learning performance, the use of Google Classroom is very useful in the learning process and easy access to Google Classroom. Google Classroom is also considered to be able to attract students' attention in learning and allow students to get feedback more quickly. In addition, the Google Classroom display is very clear and easy for students to understand. Google Classroom also makes it easier to get announcements, materials and collection of assignments to be more flexible. Google Classroom also makes it easier for students to save material documents and assignments.

Chart 4. Ease of Use



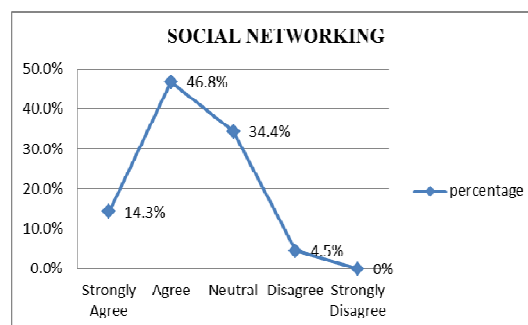
Based on the results of the research that can be seen in the graph, the "ease of use" factor received an agree response of 43.3% of the students, and 12.5% of the students strongly agreed. Meanwhile 29.9% of the students gave a neutral response and 14.3% of the students gave a disagreeable response. Many students agree that learning to use digital products is easy, because today many people are familiar with smartphones. Not to forget the students whose lives are always dependent on smartphones, compared to using digital products that are quite old-fashioned such as email, phone calls, or SMS.

Students admit that they prefer to exchange messages or make calls on digital products such as whatsapp, line, telegram, etc. Because such digital products can make it easier for them in every way, even more so because of the many features that are offered so that it is not only for sending messages and calls, they can upload photos, videos, documents, etc. The teacher also admitted that it was easier to upload something. In the implementation of the learning, the teacher only needed to upload learning materials on the e-learning site, the uploaded material could be in the form of files or videos. If there are students who do not understand, they can ask questions

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through the discussion forum, in the discussion forum students can ask each other and answer each other. If you still cannot understand the material presented, students can suggest holding a virtual meeting, this meeting can use the help of communication applications such as Zoom, Google Meet, Whatsapp, and others.

Chart 5. Social Networking

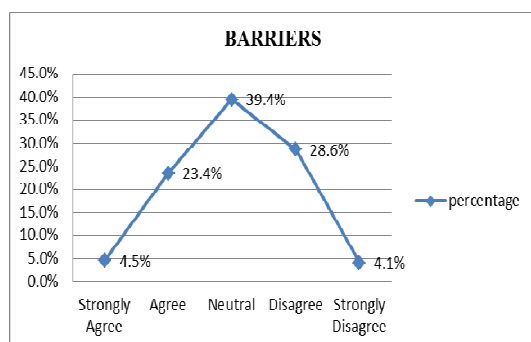


Based on the aforementioned chart, we know that more than 50% of the students agree that the "social networking" factor affects learning to use digital products. There are also 34.4% of the students who gave a neutral response and only 4.5% of the students who did not agree. The results of the study reveal that many students are learning to use digital products in order to find new friends. The number of digital platforms for learning that are widespread on the internet network can make it easier for students to find friends in order to discuss or just exchange ideas. Most of the students also use digital products to find friends from the same field of study, for example if they are now in grade 11 and are interested in learning a foreign language they can find their peers who are equally interested in learning a foreign language.

In this era, distance and time are no longer a barrier, with digital products students can connect with whoever and

whenever they want, the learning process is more fun because it can be done anytime, and of course this can save students time and energy.

Chart 6. Barriers



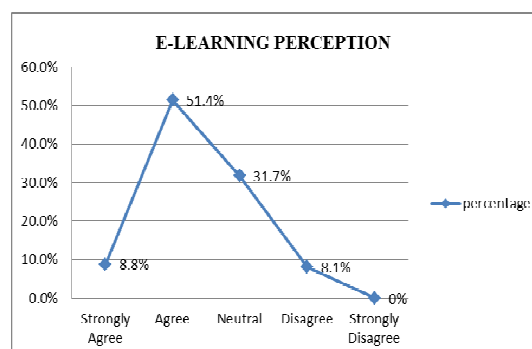
Next is the "barrier" factor, the largest percentage is in the neutral response, which is 39.4% of students. While 23.4% of students who responded agreed and 4.5% of students who responded strongly agreed, apart from that there were 32.7% of students who disagreed and agreed that there were obstacles in the teaching and learning process using digital products.

The teaching and learning process using digital products requires students to do it online. There are still many challenges and obstacles to online learning experienced by students. One of the main problems faced by many students and is a slow internet network. In fact, learning to use digital products requires a strong enough internet network, especially to run video conferencing applications such as Google Meet, Zoom, etc. In addition, the obstacle that can be encountered is the use of digital products that must be studied starting from hardware to software or applications. Some students who don't really understand (conservatively) run certain features in

digital products, resulting in the learning process being not optimal.

A few students also think that they don't like socializing using the internet, this is because they prefer to learn using their own way rather than having to use digital products that can grab their attention, some of them have used digital products in the past but don't really like it because they can takes a lot of time and requires good time management to do so. The factor of lack of motivation from classmates makes some students reluctant to use digital products as a medium for learning, few of them also do not know that digital products can improve the academic learning process.

Chart 7. E-learning Perception

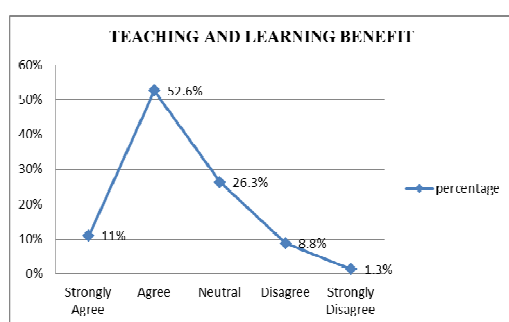


We can see from the chart that "e-learning perception" gets a lot of agreeable responses, namely 51.4% of students, even 8.8% of students strongly agree. Even so, there are also 31.7% of students who are still unsure so that they give a neutral response and only 8.1% of students who do not agree. From the results of the study, most of the students feel comfortable using digital products suggested by the school, such as using Google Classroom to get material that has been uploaded by the teacher or just collecting assignments.



In addition, digital products can allow students to communicate with classmates, such as using one of their favorite digital products, namely WhatsApp. It can help students in the learning process. Therefore, students feel that digital product platforms can improve their academic learning style. By using digital products they can hold everything, learning is no longer a complicated or confusing thing. Because the digital product platform is able to meet all the needs of students.

Chart 8. Teaching and Learning Benefit



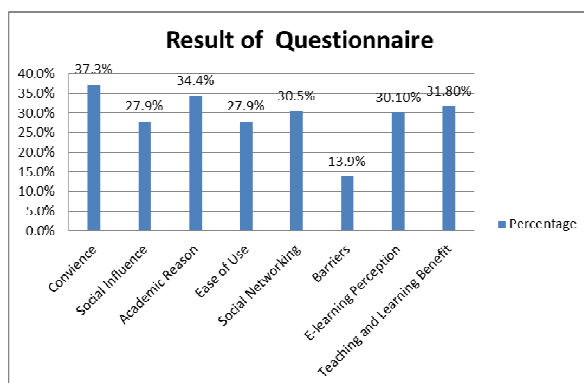
In the "teaching and learning benefit" factor, many of the students agreed with this factor, 63.6% of the students agreed, 26.3% of the students were still not sure so they gave a neutral response while, 10.1% of the students disagreed. Digital products can bring a new atmosphere in a variety of learning developments. Utilization of e-learning properly can improve learning outcomes to the maximum. Some of the benefits of digital products include digital products that can shorten learning time and make study costs more economical, digital products make it easier for students to interact with materials.

Students can share information with each other and can access learning materials at any time and repeatedly, with such conditions students can further strengthen

their understanding of learning materials, by learning to use digital products, the development of knowledge does not only occur in the classroom, but also it can help access mobile and network equipment, students can be actively involved in the teaching and learning process. The benefits of learning using digital products in general are: (1) Flexibility of place and time, if conventional learning in the classroom requires students to be present in class at certain hours, then e-learning provides flexibility in choosing the time and place to access lessons. (2) Independent learning, digital products provide opportunities for learners to be in control of their respective learning success, meaning that students are given the freedom to decide when to start, when to finish, and which part of a module they want to learn first. If he has difficulty, he can repeat again until he feels able to understand. (3) Flexibility of learning speed, the use of digital products can be adjusted to the learning speed of each student. If students do not understand and understand certain material, then he can repeat it again until he understands. (4) Standardization of teaching, lessons available on digital product platforms always have the same quality every time they are accessed and do not depend on the atmosphere of the teacher. (5) Effectiveness of teaching, delivery of lessons using digital products can be done effectively even in spare time.

After discussing the 8 factors that influence student learning when using digital products, below is a chart of the results of the entire study.

Chart 9. Result of questionnaire



The questionnaire is categorized into eight major type of perceptions, namely convenience, social influence, academic reason, ease of use, social networking, barriers, e-learning perceptions, and teaching and learning benefit. The percentage of students' response toward every type of perceptions is presented in the following diagram. In addition, digital product allows student to simplify the learning process and get learning material. So the findings of this study are line with the findings of previous research by Richard and Mary. (2014) entitled "Student Perceptions as a Course Tool" this research contributes to the literature by providing empirical support of the task-technology fit for social media technology use in classroom.

In highest factors of students perceptions of digital product was in "convenience". The reason, convenience is the main factor that must be present when learning to use digital products. Convenience is defined as the time and effort consumers perceive when using or purchasing services (Berry et al., 2002). Students need digital products as a media to support the learning process, therefore comfort is needed when using digital

products such as easy access and other conveniences. In the student perceptions factor of digital product use in the term of "ease of use" as a digital product it gives students easy options to upload or download something, such as downloading videos on YouTube, accessing material via Google classroom, sending photos and audio via WhatsApp, etc. So this is the reason why students use these digital products. This is related to the findings of Tucker and Courts (2010) entitled "utilizing the internet to facilitate learning in class" found that the internet can be used as a media to convey learning material to students. In the factor of "Teaching and learning benefits" the reason students use digital products is because students need digital as a media for communicating and supporting activities in the learning process. Students can easily get information about learning materials, assignments, collect assignments, and can also discuss with classmates.

Regarding the "barrier" in the use of digital products, there must be obstacles that must be faced by students, such as students having to prepare funds to own smartphones and also internet quota to access digital products, for networks they must also be prepared if one day they encounter signal difficulties so they cannot accessing digital products, not to mention when digital products experience a server downtime, of course it can hinder student learning activities.

With regard to the "academic factor" in the use of digital products in learning, although the use of digital products is still fairly new for students, the school and of teachers provide full support in order to



improve the quality of learning in learning using digital products.

“Social Influence” are also one of the factors that make the use of digital products dominate student learning. The main goal of students using digital products is to support their academic activities, besides that students can also find new friends and friends who are in the same field study with them to discuss lessons through use of digital products.

#### 4. CONCLUSION

The use of digital products as a learning resource in the classroom is considered appropriate. This is because students can get a lot of information and material as much as possible. Utilization of digital products as a source learning also has a positive impact. Students can work on assignments given by the teacher using a cellphone or laptop. The use of digital products for learning resources can facilitate students in the learning process. Learning materials that have not been obtained through the handbook can be obtained through digital products.

Meanwhile, the use of digital products as a learning resources in the classroom can support the learning process. Learning process. During the learning process. When using digital products takes place, students seem more interested in paying attention to the delivery of material from the teacher.

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