

## **STUDENTS' PERCEPTIONS OF ICT INTEGRATION IN LEARNING ARGUMENTATIVE TEXT IN MAN 2 MODEL KOTA PEKANBARU**

Muhammad Risky<sup>1\*</sup>, M. Fadhly Farhy Abbas<sup>2</sup>

Universitas Lancang Kuning, Pekanbaru, Indonesia

\*Corresponding email: [mhmdriizky11@gmail.com](mailto:mhmdriizky11@gmail.com)

### **Abstract:**

The integration of Information and Communication Technology (ICT) in English as a Foreign Language (EFL) learning has become increasingly important in modern education. In learning argumentative text, students are required to think critically, construct logical arguments, and organize ideas clearly. The use of digital technology is considered helpful in supporting this learning process. However, the effectiveness of ICT integration largely depends on how students perceive its usefulness and ease of use. Therefore, this study aims to investigate students' perceptions of ICT integration in learning argumentative text at MAN 2 Model Kota Pekanbaru. This research employed a quantitative descriptive design. The participants were 72 eleventh-grade students in the 2025/2026 academic year. Data were collected through a 30-item questionnaire using a five-point Likert scale distributed via Google Forms. The instrument focused on three main indicators: perceived usefulness, perceived ease of use, and student engagement. The data were analyzed using descriptive statistics, particularly mean and standard deviation, with the help of SPSS version 26. The findings show that students generally have positive perceptions toward ICT integration, with an overall mean score of 3.60, which falls into the high category. Among the indicators, perceived usefulness obtained the highest mean score (3.65), followed by perceived ease of use (3.60) and student engagement (3.54). These results indicate that students believe ICT helps them understand learning materials, access information more easily, and participate more actively in learning activities. In conclusion, ICT integration contributes positively to students' learning experiences in argumentative text within the EFL classroom and can support the development of students' engagement and writing skills.

*Keywords: Argumentative Text, EFL, ICT Integration, Students' Perceptions*

## **1. INTRODUCTION**

Writing is considered one of the most challenging skills in EFL learning, as it requires students to combine linguistic knowledge with higher-order thinking skills. Argumentative writing, in particular, demands students' ability to formulate claims, support arguments with evidence, and maintain logical coherence. Recent studies indicate that students often face difficulties in organizing ideas, developing strong arguments, and expressing opinions clearly in argumentative texts (Lin & Xiang, 2019; Melody et al., 2025). These challenges show that conventional teaching methods may not be sufficient to support students' argumentative writing development.

Recent journal studies suggest that ICT integration can effectively support writing instruction. Mali and Salsbury (2021) found that technology integration in EFL writing classrooms facilitates the writing process, especially during brainstorming, drafting, and revising stages. Similarly, Pentury et al. (2020) reported that ICT-based writing activities enhance students' creativity and critical thinking skills, which are essential components of argumentative writing. The use of digital platforms, online collaborative tools, and automated feedback systems enables students to engage more actively in the writing process and receive immediate feedback on their work.

However, the effectiveness of ICT integration is strongly influenced by students' perceptions. Recent research emphasizes that students' perceptions toward ICT determine their level of engagement, motivation, and willingness to use technology for learning purposes (Juliarti & Nuriadi, 2025; Suwarni & Natsir, 2024). When students perceive ICT as useful and supportive of their learning, they tend to participate more actively in technology-enhanced activities. Conversely, negative perceptions may hinder the successful implementation of ICT, even when technological facilities are available.

Although numerous studies over the past five years have examined ICT integration in EFL learning, most of them focus on teachers' perceptions or general language skills. Empirical studies that specifically investigate students' perceptions of ICT integration in learning argumentative writing using quantitative approaches remain limited, particularly in the Indonesian EFL context. This gap indicates the need for further research to provide measurable evidence of students' views on ICT use in argumentative text.

Therefore, this study aims to investigate students' perceptions of ICT integration in learning argumentative text. By employing a quantitative research design, this study seeks to provide empirical data on how students perceive the role of ICT in supporting their argumentative writing skills. The findings of this study are expected to contribute to the improvement of ICT-based writing instruction and inform educators about effective technology integration in EFL classrooms.

## **2. METHOD**

### **A. Research Design**

This research used a quantitative research approach with a descriptive research design. Quantitative research focused on collecting numerical data and analyzing them statistically to describe a phenomenon objectively (Creswell & Creswell, 2023). In this study, the quantitative approach was used to investigate students' perceptions of ICT integration in learning argumentative. The descriptive design was selected because this research aims to describe students' perceptions as they naturally occur, without manipulating any variables. According to Ary et al. (2019), descriptive research was appropriate when the researcher intended to describe attitudes, opinions, or perceptions of a group. Therefore, this design was suitable for achieving the objectives of the present study.

## **B. Research Setting**

This research was conducted at Madrasah Aliyah Negeri (MAN) 2 Model Kota Pekanbaru, located in Pekanbaru City, Riau Province, Indonesia. The school was chosen as the research setting because ICT was integrated into English learning activities, particularly in teaching writing skills. MAN 2 Model Kota Pekanbaru provided learning facilities such as internet access and digital learning platforms that support ICT-based instruction. Students were familiar with the use of ICT in English classes, which makes the school a relevant setting for this study. The research took place during the 2025/2026 academic year. According to Creswell (2023), selecting a research setting that aligns with the research focus helps ensure the relevance and accuracy of the data collected.

## **C. Participants of the Research**

The participants of this research were the students of Grade XI at MAN 2 Model Kota Pekanbaru, specifically from Class XI.4 and Class XI.7. Each class consists of 36 students, resulting in a total of 72 participants. This research applied a total sampling technique, in which all students from the selected classes will be involved as research participants. According to Sugiyono (2021), total sampling was appropriate when the population size was relatively small and manageable. This technique allowed the researcher to obtain comprehensive data from all participants who have experienced learning argumentative writing using ICT.

## **D. Research Instrument**

The research instrument used in this study was a questionnaire. The questionnaire was chosen because it was an effective and practical tool to collect data about students' perceptions.

### **a. From of the instrument**

The questionnaire consisted of closed-ended statements measured using a five-point Likert scale, which enabled students to indicate the degree of their agreement with each statement. This scale was considered effective for measuring attitudes and perceptions in educational research (Sugiyono, 2021).

b. Measurement Scale

This questionnaire used a five-point Likert scale to measure students' perceptions. The Likert scale allowed students to express different levels of agreement in a clear and simple way (Sugiyono, 2021). The scale is as follows:

**Table 3.1 Likert-Scale**

| Scale | Category          |
|-------|-------------------|
| 1     | Strongly Disagree |
| 2     | Disagree          |
| 3     | Neutral           |
| 4     | Agree             |
| 5     | Strongly Agree    |

c. Indicators of the Instrument

- a) Perceived Usefulness of ICT
- b) Perceived Ease of Use of ICT
- c) Student Engagement through ICT

**E. Data Collection Techniques**

The data in this study was collected through a questionnaire as the primary data collection instrument. The questionnaire was used to gather quantitative data regarding students' perceptions of ICT integration in learning argumentative text. This technique was considered effective because it allowed the researcher to obtain responses from a relatively large number of participants in an efficient and systematic manner. The questionnaire was distributed to all participants after they have experienced learning argumentative writing using ICT. It consisted of closed-ended statements measured using a five-point Likert scale, ranging from Strongly Disagree to Strongly Agree. This scale enabled students to express the degree of their agreement with each statement related to ICT integration in writing instruction.

**F. Data Analysis Techniques**

- a. Data Preparation
- b. Data Tabulation

c. Descriptive Statistical Analysis

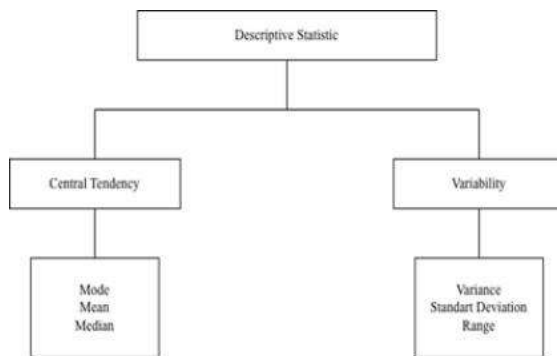


**Figure 3.1 Descriptive Statistics**

1. Measures of central tendency

a. Mean

The mean score was used as the primary index to describe the overall tendency of teachers' responses for each item, each indicator, and the instrument as a whole. The mean was calculated using the following formula:

b. Mode

The mode was reported as the most frequently occurring score. It indicates the response option most commonly selected by the respondents for a particular item or indicator.

c. Median

The median was reported to identify the middle score when all responses were ordered from the lowest to the highest value. Reporting the median complements the mean by indicating the central location of responses without being influenced by extreme values.

2. Measures of dispersion

a) Variance

b) Standard deviation

c) Range (minimum and maximum)

3. Interpretation of mean scores

**Table 3.2 Mean Interpretation**

| Mean range | Interpretation level | Response tendency |
|------------|----------------------|-------------------|
| 1.00–1.80  | Very Low             | Strongly Disagree |

|            |           |                |
|------------|-----------|----------------|
| 1.81 –2.60 | Low       | Disagree       |
| 2.61–3.40  | Average   | Neutral        |
| 3.41–4.20  | High      | Agree          |
| 4.21-5.00  | Very High | Strongly Agree |

a. Interpretation of Results

b. Conclusion Drawing

### 3. FINDINGS AND DISCUSSION

#### A. Findings

##### a. Students' Perceptions of ICT Integration in Learning Argumentative Text at MAN 2 Model Kota Pekanbaru

Based on the results of the descriptive statistical analysis, the overall mean scores of the three indicators indicate that students generally show positive perceptions toward the integration of ICT in learning argumentative text. The first indicator, Perceived Usefulness of ICT, obtained an average mean score of 3.62. The second indicator, Perceived Ease of Use of ICT, obtained an average mean score of 3.57, while the third indicator, Student Engagement through ICT, obtained an average mean score of 3.58.

**Table 4.1 indikator 1 Perceived Usefulness of ICT**

| Perceived Usefulness of ICT                                         | N  | Mean | SD    |
|---------------------------------------------------------------------|----|------|-------|
| 4. The use of ICT helps me understand the learning materials better | 72 | 3.69 | .944  |
| 7. ICT makes learning activities more effective                     | 72 | 3.58 | .975  |
| 9. ICT improves my learning performance in the classroom            | 72 | 3.67 | .919  |
| 10. ICT helps me complete learning tasks faster                     | 72 | 3.61 | 1.015 |
| 12. ICT increases my productivity as a student                      | 72 | 3.56 | .977  |
| 15. ICT supports my learning needs in different subjects            | 72 | 3.54 | .871  |
| 17. ICT makes the learning process more meaningful                  | 72 | 3.64 | .909  |
| 21. ICT improves the quality of learning activities                 | 72 | 3.67 | .919  |

|                                                      |    |       |       |
|------------------------------------------------------|----|-------|-------|
| 26. ICT helps me access learning resources easily    | 72 | 3.68  | .917  |
| 29. ICT supports me in achieving learning objectives | 72 | 3.58  | .900  |
| Total                                                |    | 36.22 | 7.822 |

Total Mean: 3.62 Interpretation: High

**Figure 4.1 Bar Charts of The use of ICT helps me understand the learning activities more effectively**

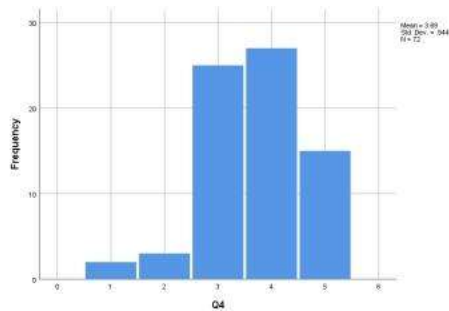
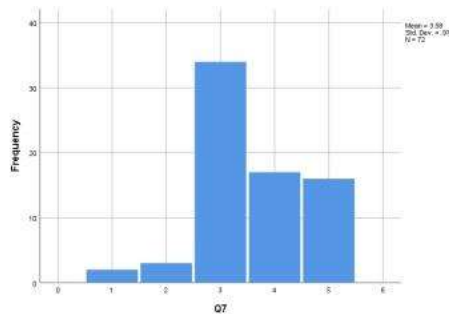


**Figure 4.3 Bar Charts of ICT improves my learning performance in the classroom**

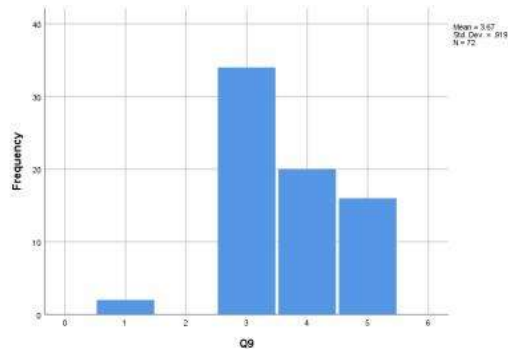
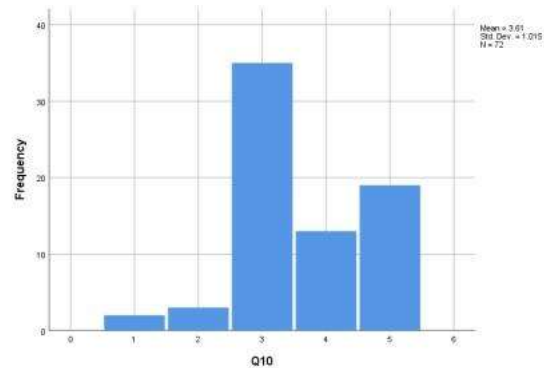


**Figure 4.5 Bar Charts of ICT increases my productivity as a student**

**Figure 4.6 Bar Charts of ICT supports my learning needs in different subjects**

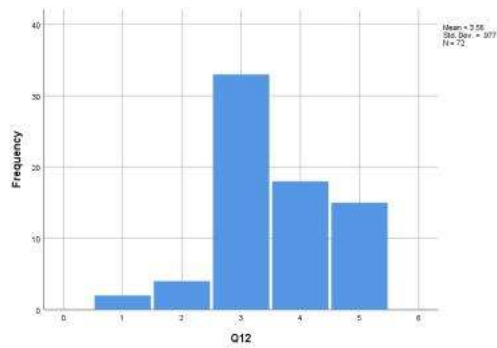
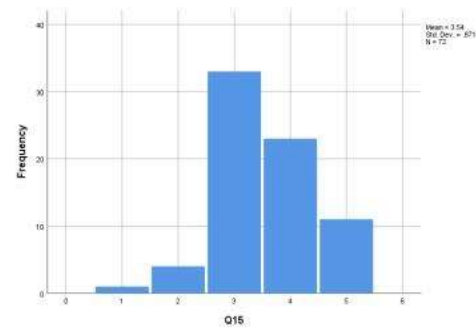


**Figure 4.7 Bar Charts of ICT makes the learning process more meaningful**

**Figure 4.8 Bar Charts of ICT improves the quality of learning activities**

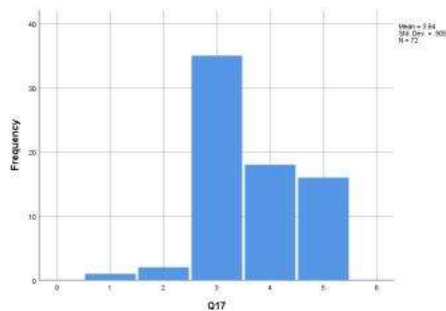
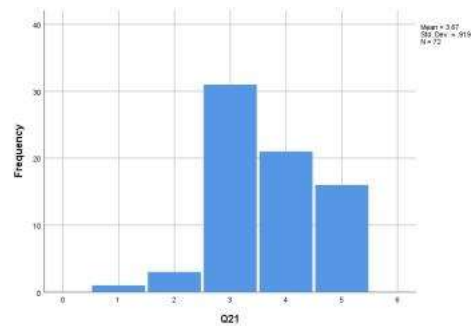


**Figure 4.9 Bar Charts of ICT helps me access learning resources easily**

**Figure 4.10 Bar Charts of ICT supports me in achieving learning objectives**

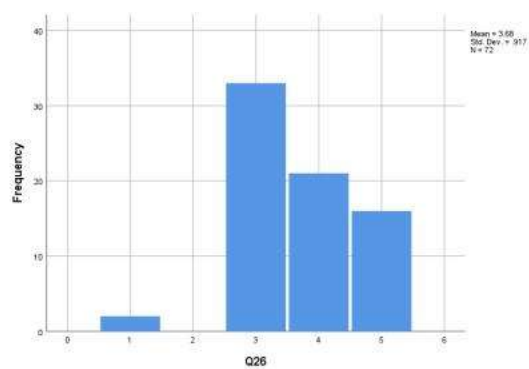
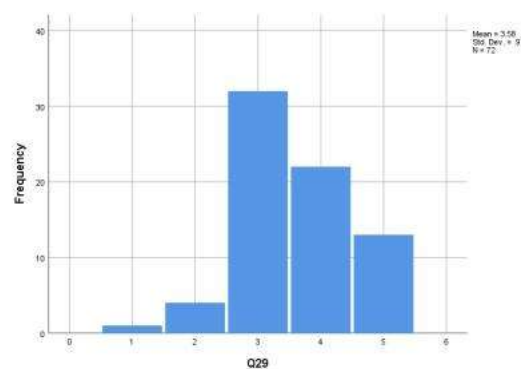


**Table 4.2 Descriptive Statistics of Indicator 1**

|      |      |
|------|------|
| Sum  | 2608 |
| Mode | 3.00 |

|                   |       |
|-------------------|-------|
| Median            | 3.45  |
| Mean              | 3.62  |
| Standar Deviation | 0.782 |
| Variance          | 6.119 |
| Range             | 37    |

**Table 4.3 Perceived Ease of Use of ICT**

| Perceived Ease of Use of ICT                               | N  | Mean  | SD    |
|------------------------------------------------------------|----|-------|-------|
| 3. ICT is easy for me to use in learning activities        | 72 | 3.67  | 1.035 |
| 6. I can use ICT without difficulty                        | 72 | 3.65  | .875  |
| 8. Learning to use ICT tools is easy for me                | 72 | 3.50  | .934  |
| 14. ICT applications are clear and understandable          | 72 | 3.61  | .928  |
| 16. I feel confident when using ICT for learning           | 72 | 3.64  | .844  |
| 18. ICT does not require much effort to use                | 72 | 3.60  | .974  |
| 22. I can use ICT independently without help from others   | 72 | 3.50  | .964  |
| 24. ICT tools are user-friendly                            | 72 | 3.53  | .888  |
| 27. I can easily operate ICT during classroom activities   | 72 | 3.38  | .830  |
| 30. ICT is flexible and easy to adapt to my learning needs | 72 | 3.60  | 1.002 |
| <b>Total</b>                                               |    | 35.67 | 7.335 |

Total Mean : 3.57 – Interpretation : High, Students generally perceive ICT as easy to use in their learning activities.

**Figure 4.11 Bar Charts of ICT is easy for me** **Figure 4.12 Bar Charts of I can use ICT to use in learning activities** **without difficulty**

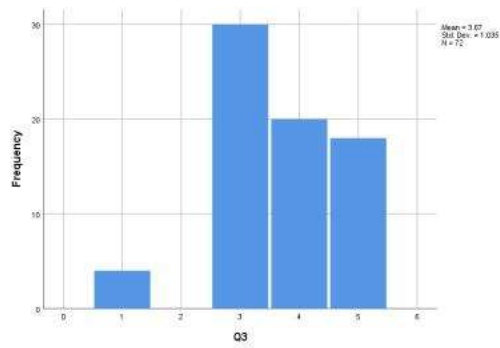
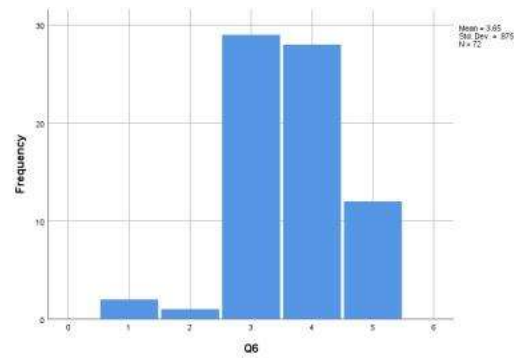


**Figure 4.13 Bar Charts of Learning to use ICT tools is easy for me**  
**Figure 4.14 Bar Charts of ICT applications are clear and understandable**

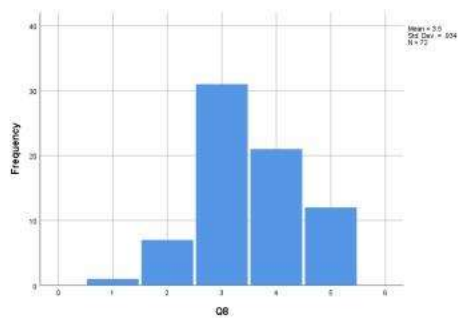
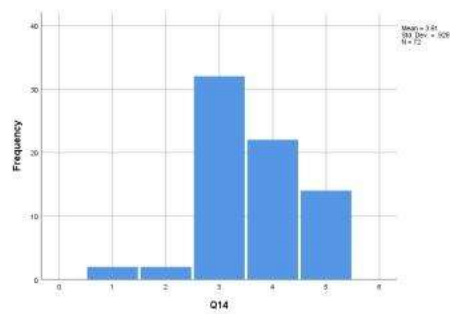


**Figure 4.13 Bar Charts of Learning to use ICT tools is easy for me**  
**Figure 4.14 Bar Charts of ICT applications are clear and understandable**

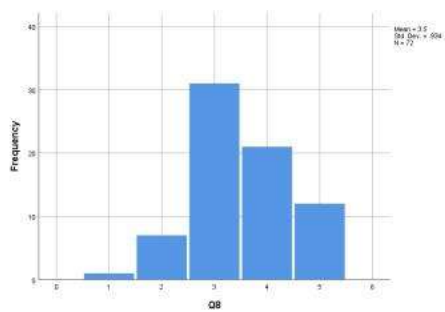
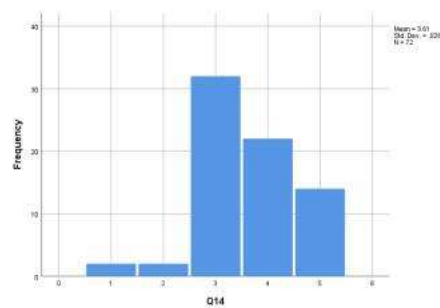


**Figure 4.15 Bar Charts of I feel confident when using ICT for learning**  
**Figure 4.16 Bar Charts of ICT does not require much effort to use**

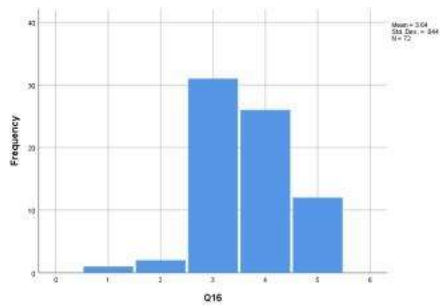
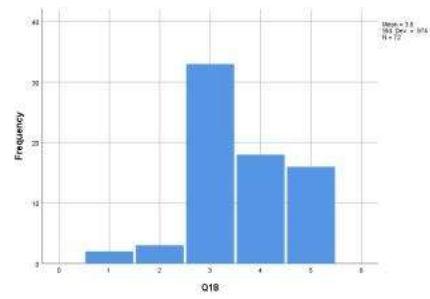


**Figure 4.17 Bar Charts of I can use ICT** **Figure 4.18 Bar Charts of ICT tools are user-independently without help from others** **friendly**

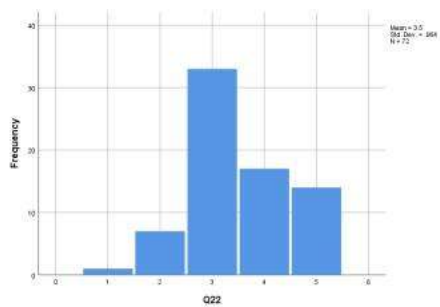
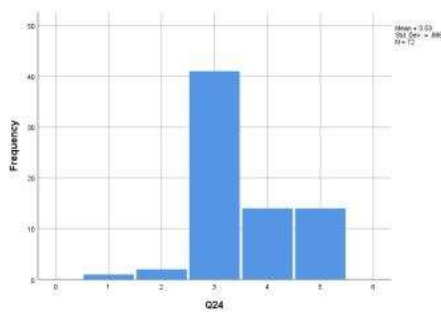


**Figure 4.19 Bar Charts of I can easily operate ICT during classroom activities** **Figure 4.20 Bar Charts of ICT is flexible and easy to adapt to my learning needs**

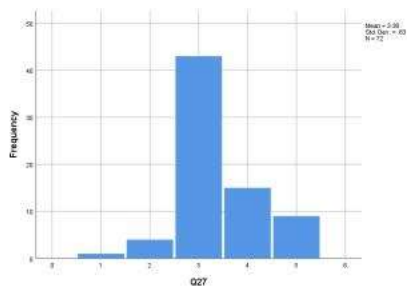
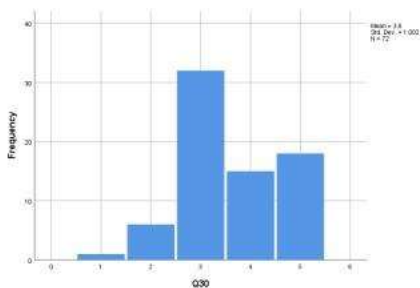


**Table 4.4 Descriptive Statistics of Indicator 2**

|        |      |
|--------|------|
| Sum    | 2568 |
| Mode   | 3.00 |
| Median | 3.45 |
| Mean   | 3.57 |

|                   |       |
|-------------------|-------|
| Standar Deviation | 0.735 |
| Variance          | 5.380 |
| Range             | 37    |

**Table 4.5 Student Engagement through ICT**

| Student Engagement through ICT                                       | N  | Mean  | SD    |
|----------------------------------------------------------------------|----|-------|-------|
| 1.ICT increases my interest in learning                              | 72 | 3.61  | .848  |
| 2. ICT makes me more active during learning activitie                | 72 | 3.57  | .885  |
| 5. I am more motivated to participate in class when ICT is used      | 72 | 3.68  | .932  |
| 11. ICT encourages me to engage in learning discussions              | 72 | 3.56  | .886  |
| 13. ICT makes learning activities more interactive                   | 72 | 3.68  | 1.019 |
| 19. I pay more attention to the lesson when ICT is used              | 72 | 3.60  | .959  |
| 20. ICT helps me stay focused during learning                        | 72 | 3.69  | 1.002 |
| 23. ICT encourages me to explore learning materials independently    | 72 | 3.61  | .897  |
| 25. ICT makes learning activities more enjoyable                     | 72 | 3.58  | 1.004 |
| 28. ICT motivates me to participate actively in classroom activities | 72 | 3.22  | 1.078 |
| TOTAL                                                                |    | 35.82 | 7.503 |

Total mean 3.58 – Interpretation High, Students generally perceive

**Figure 4.21 Bar Charts of ICT increases my interest in learning**

**Figure 4.22 Bar Charts of ICT makes me more active in learning activities**

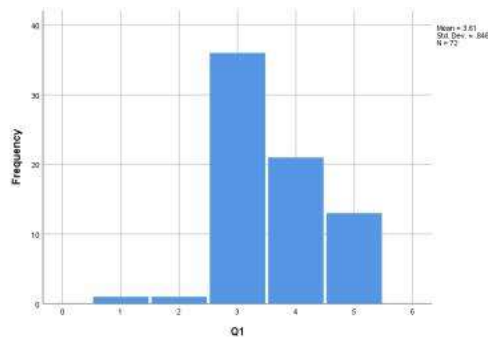
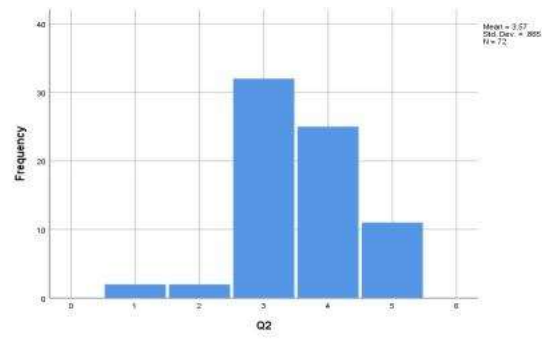


**Figure 4.23 Bar Charts of I am more motivated to participate in class** **Figure 4.24 Bar Charts of ICT encourages me to engage in learning discussions**

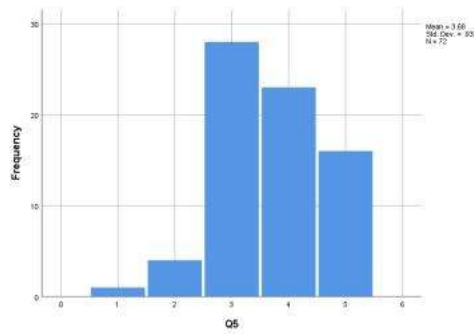
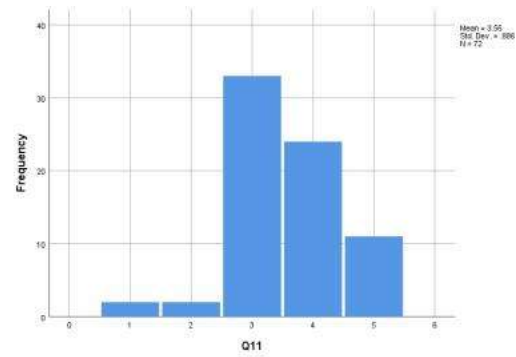


**Figure 4.25 Bar Charts of ICT makes learning activities more interactive** **Figure 4.26 Bar Charts of I pay more attention to the lesson when ICT is used**

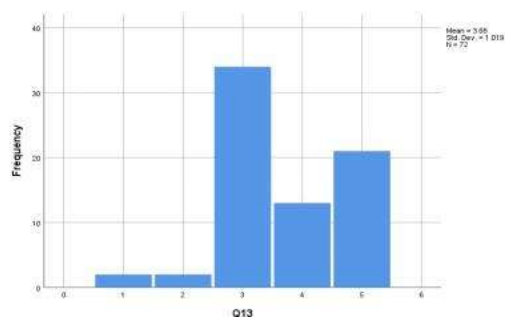
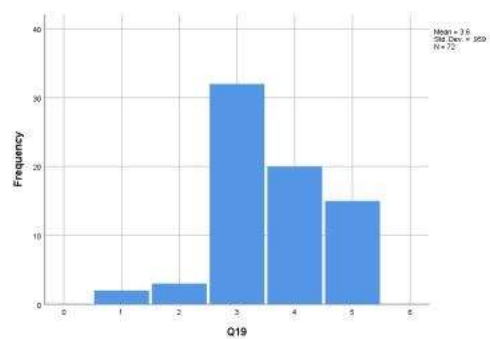


**Figure 4.27 Bar Charts of ICT helps me stay focused during learning**

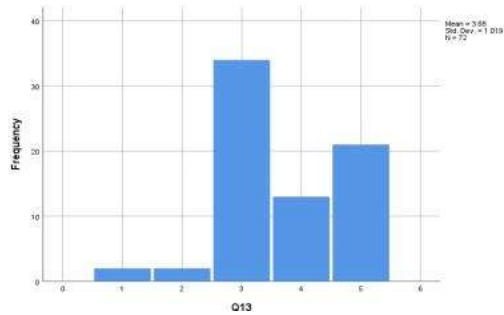


**Figure 4.28 Bar Charts of ICT encourages me to explore learning materials**

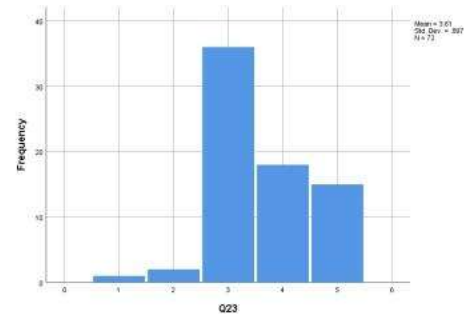


**Figure 4.29 Bar Charts of ICT makes learning activities more enjoyable**

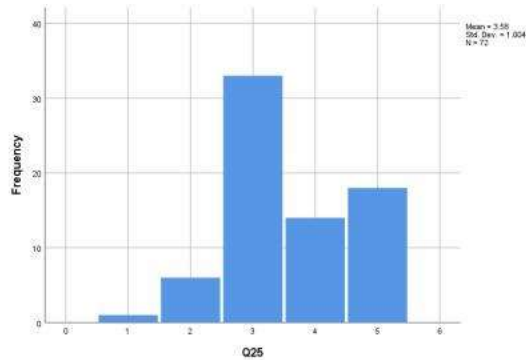


**Figure 4.30 Bar Charts of ICT motivates me to participate actively in classroom activities**

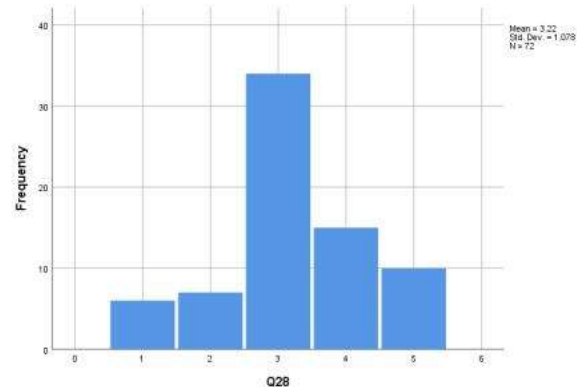


**Table 4.6 Descriptive Statistics of Indicator 3**

|                   |       |
|-------------------|-------|
| Sum               | 2578  |
| Mode              | 3.00  |
| Median            | 3.45  |
| Mean              | 3.58  |
| Standar Deviation | 0.753 |
| Variance          | 5.630 |
| Range             | 39    |

**Table 4.7 Descriptive Statistics of Overall**

|                   |       |
|-------------------|-------|
| Sum               | 7754  |
| Mode              | 3.00  |
| Median            | 3.40  |
| Mean              | 3.60  |
| Standar Deviation | 0.745 |
| Variance          | 16.66 |
| Range             | 113   |

## **B. Discussion**

The results of this study show that students at MAN 2 Model Kota Pekanbaru generally have a positive perception of ICT integration in learning argumentative text, with an overall mean score of 3.60, which falls into the high category. This finding indicates that students believe the use of ICT helps support their learning process, particularly in understanding learning materials, completing writing tasks, and engaging more actively in classroom activities. The positive perception suggests that ICT has become an important tool that facilitates students in developing their argumentative writing skills and participating more effectively in English learning activities.

These findings are consistent with several previous studies discussed in Chapter II. For instance, Suwarni and Natsir (2024) found that most students had positive perceptions toward ICT integration in English learning, particularly in increasing students' motivation and learning interest. When students view technology as useful and relevant to their learning needs, they tend to be more engaged and willing to participate in learning activities. This result supports the findings of the present study, where students also showed a generally positive attitude toward the use of ICT in learning argumentative text.

Similarly, Juliarti and Nuriadi (2025) emphasized that students' perceptions toward ICT play an important role in determining their level of engagement and participation in learning. Their study revealed that students who perceived ICT as useful and easy to use were more active in completing learning tasks and participating in classroom activities. This aligns with the findings of the current study, which suggest that students perceive ICT as beneficial for supporting their learning activities and improving their overall learning experience.

## **4. CONCLUSION**

Based on the results of this study, it can be concluded that students at MAN 2 Model Kota Pekanbaru show a positive perception of ICT integration in learning argumentative text. Most students believe that ICT helps them better understand the learning materials, assists them in completing writing assignments, and enhances their participation in the learning process. The overall mean score of the questionnaire was 3.60, which falls into the high category, indicating that students generally consider ICT to be a helpful and supportive tool in learning activities. The findings also suggest that ICT integration improves students' learning experiences by providing easier access to information, promoting active participation, and supporting the development of argumentative writing skills. Therefore, ICT plays an important role in supporting effective English learning, especially in teaching argumentative text in EFL classrooms. However, the generalizability of these findings may be limited due to the relatively small number of participants, and the rapid development of technology may influence the relevance of the results over time. For this reason, future studies are recommended to involve larger samples and more updated technological contexts in order to gain a deeper understanding of the role of ICT in enhancing 21st-century learning skills and argumentative writing ability.

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