

## **Student's Perception Towards the Use of ICT in Improving English Speaking Skill in Boarding School**

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### **Abstrak**

Masalah utama dalam penelitian ini adalah penggunaan metode pengajaran yang masih bersifat konvensional di pondok pesantren dalam pembelajaran Bahasa Inggris. Hal ini mengakibatkan siswa merasa bosan dan kurang termotivasi dalam mengikuti kegiatan pembelajaran bahasa Inggris di pesantren sehingga diperlukan inovasi dalam pembelajaran bahasa Inggris dengan menerapkan Teknologi Informasi dan Komunikasi (TIK). Penelitian ini bertujuan untuk menginvestigasi persepsi siswa terhadap penggunaan Teknologi Informasi dan Komunikasi (TIK), seperti LCD Projector dan Microsoft PowerPoint, dalam upaya meningkatkan keterampilan berbicara bahasa Inggris di pesantren. Penelitian ini dilakukan di salah satu pondok pesantren di Bangkalan yang melibatkan 42 siswa, terdiri dari 24 siswa IPA dan 18 siswa IPS. Metode yang digunakan adalah deskriptif kualitatif dengan pengumpulan data melalui kuesioner Google Formulir. Hasil penelitian menunjukkan bahwa mayoritas 54,94% siswa memiliki pandangan positif terhadap penggunaan TIK, menganggapnya efektif dalam meningkatkan keterampilan berbicara dan kepercayaan diri. Selain itu, penggunaan TIK juga dinilai meningkatkan keterlibatan siswa serta menciptakan suasana belajar yang lebih interaktif. Hasil dari penelitian ini memberikan rekomendasi bahwa penggunaan TIK dalam pembelajaran bahasa Inggris di lingkungan pesantren efektif untuk digunakan sebagai media pembelajaran.

**Kata Kunci:** Teknologi Informasi, Keterampilan Berbicara, Persepsi Siswa, Pesantren

### **Abstract**

The main problem in this study is the use of teaching methods that are still conventional in Islamic boarding schools in learning English. This causes students to feel bored and less motivated in participating in English learning activities in Islamic boarding schools so that innovation is needed in learning English by applying information and communication technology (ICT). This study aimed to investigate students' perceptions of the use of Information and Communication Technology (ICT), such as LCD Projectors and Microsoft PowerPoint, in efforts to improve English speaking skills at the boarding school. The study was conducted at a boarding school in Bangkalan, involving 42 students, consisting of 24 science students and 18 social science students. The method used was descriptive qualitative, with data collected through a Google Form questionnaire. The results showed that the majority of students, 54.94%, had a positive view of the use of ICT, considering it effective in improving speaking skills and boosting confidence. In addition, the use of ICT was also found to increase student engagement and create a more interactive learning environment. The results of this study provide recommendations that the use of ICT in English learning in Islamic boarding schools is effective for use as a learning medium.

**Keywords:** Information Technology, Speaking Skills, Student's Perception, Boarding School

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## INTRODUCTION

Proficiency in English opens up a wide range of professional and academic opportunities both nationally and internationally (Mudra, 2024). English is a critical international language that facilitates smooth interactions between countries (Laoh et al., n.d.). As such, the use of technology in learning English benefits all four macro skills: listening, speaking, reading, and writing (Lam Kieu et al., 2021). Speaking is a productive oral skill that entails producing organized verbal expressions to communicate meaning (Lastari et al., 2024). However, students often perceive their speaking skills as lacking particularly in vocabulary, grammar, pronunciation, and confidence (Leonita et al., 2023). These factors significantly impact their fluency, caused by a lack of knowledge, fear of making mistakes, low motivation, concerns about criticism, as well as feelings of embarrassment and nervousness. In this context, Roihan et al. (2024), suggest that ICT designed for teaching speaking skills helps students become more familiar with English and engage in active speaking practice, benefiting particularly introverted students.

The definition of ICT according to Irkham (2020) covers various aspects, including all activities related to the processing, manipulation, management, and transfer of information between various media. By using Information and Communication Technology (ICT) facilities that are digitally interactive, ICT functions as one of the learning media that can support the teaching and learning process to be more productive (Nathania, 2024). Furthermore, learning motivation refers to efforts aimed at inspiring students to engage more eagerly in their educational pursuits (Rahmawati & Rustipa, 2024). The integration of ICT into education plays a significant role in this context, as it combines various stimuli—such as text, sound, images, graphics, and animation—creating interactive capabilities that can enhance student motivation and foster their learning development (Ahmad et al., 2021).

One of the areas of human life affected by advances in information and communication technology (ICT) is education (Fuadah et al., 2023). In the context of language learning, ICT plays an essential role in enhancing students' communication skills through interactive tools and multimedia resources. Since the main purpose of language is to facilitate thinking, communication, and social interaction (Madhavi et al., 2023), the application of technology in language learning, such as in listening and speaking skills, enables students to enhance the effectiveness of their communication. This also ensures that the message being conveyed is better understood by the listener, in line with Khanh (2021) statement that a speaker is only effective if the audience understands what is being said.

In Islamic boarding schools, which typically utilize conventional teaching methods, students often feel bored, hindering their engagement and learning. The use of ICT can provide significant benefits in this environment. One of the ICT tools commonly used in language learning is the LCD projector and PowerPoint. The LCD projector allows teachers to present visually engaging learning content, such as videos, images, or data from a computer to a large screen (Astuti, 2023). Learning can be made more engaging and dynamic by using resources that include graphics, audio, video, and animation (Rofi' et al., 2024). According to Nasution et al. (n.d.), the advantages of LCD media

include enhancing students' learning experiences, allowing students to choose materials that meet their needs, providing high learning motivation due to attractive displays, increasing interaction among students, being usable in larger classroom settings, helping to focus students' attention on the screen, and assisting teachers in delivering material in an organized manner using PowerPoint

Similarly, PowerPoint serves as an effective medium for delivering interactive and visual content. It helps students better understand and retain information as they are both visually and auditorily engaged in the learning process (Tekege, 2017). Mai et al. (2024) discovered that the use of PowerPoint in the classroom improved students' vocabulary skills and was considered an efficient method of instruction. Despite the many benefits of ICT, challenges remain in its implementation in schools. Yusuf (2024) identifies obstacles such as teachers' lack of competence, limited projectors, and time constraints for setting up ICT tools. Kurniawan (2019) adds that insufficient equipment, malfunctioning tools, unstable internet, and lack of backup power hinder ICT use, with some teachers still lacking necessary skills.

Previous studies concerned of the use of ICT in teaching learning process have been conducted by several researchers. Research by Bahri et al. (n.d.) shows that PowerPoint significantly improves students' speaking skills, with average scores increasing from 59.96 to 66.52 across two cycles. Similarly, Slimane & Mellal (n.d.) shows that projectors simplify material presentation and help teachers engage students, with visual aids making speakers more relaxed by shifting attention to visuals. Alfisuma (2023) also reports positive student perceptions of ICT use, with most seeing significant benefits in improving speaking skills. Furthermore, Suryani & Argawati (2023) demonstrated that project-based learning using ICT can improve students' speaking skills through their engagement in the projects, reflected in significant score improvements across cycles. Alfisuma (2024) additionally emphasizes the role of ICT in literature teaching, showing how ICT enhances engagement, comprehension, and participation, further underscoring the positive impact of technology integration in education. In line with these findings, Pujiati & Arjulayana (2024) found that using diverse media, such as PowerPoint, LCD projectors, images, and animated videos, effectively improves students' understanding of Sharia Business Law terminology in English.

Most of the previous studies were conducted in schools with relatively better access to technology. In contrast, this study focuses on boarding school, where challenges as mentioned by Banan (2020) such as limited equipment and teacher's competence in using ICT. Therefore, this study aims to explore the perceptions of students in boarding school regarding the use of ICT in improving English speaking skills. As such, it provides a new, more specific perspective on ICT implementation in the unique environment of boarding school. The findings of this study can serve as a basis for educators in designing more effective technology-based teaching strategies in boarding school and similar schools, as well as helping them understand the importance of integrating ICT to facilitate broader improvements in English language skills.

This study has limitations as it was only conducted in one boarding school, which may not fully represent the experiences of students in other boarding schools or educational institutions with different characteristics. This may limit the generalizability of the research findings to a broader context. In addition, this study only focuses on speaking skills, so it has not explored the impact of ICT use on other English language skills, such as listening, reading and writing. Future research could

expand the scope by involving more boarding schools and explore the effects of ICT on all four language skills comprehensively.

## RESEARCH METHOD

This study employs a qualitative descriptive research design to gain an in-depth understanding of how students perceive the use of ICT tools in developing their English-speaking skills. Qualitative descriptive (QD) refers to a term used in qualitative research to describe a study that focuses on description (Aliyah, 2021). This study was conducted in one of the Islamic boarding schools in Bangkalan, Madura. Data were collected using a questionnaire distributed directly to science and social studies students in the form of Google Forms during classroom sessions. A questionnaire is a data collection method that involves providing a set of questions or written statements for respondents to answer (Prawiyogi et al., 2021). This technique allows the researcher to obtain relevant and accurate information regarding students' views, opinions, and experiences related to the topic under study. To ensure that the data obtained reflect the students' perspectives objectively, the questionnaire included a variety of questions in a multiple-choice format using a rating scale. This scale consists of five answer options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. This format is designed to measure the extent to which students agree or disagree with the statements posed in the questionnaire, providing a more detailed understanding of their attitudes and perceptions.

After the questionnaires were collected, the next step was data analysis, which consists of three main activities: data reduction, data presentation, and conclusion drawing (Yasin et al., 2024). Reducing data means summarizing, selecting key aspects, focusing on important elements, and identifying existing themes and patterns (Nasir & Sukmawati, 2023). This step aims to facilitate further analysis and help researchers identify patterns or significant findings from the results of field research. Data presentation involves organizing the reduced information into a format that is easy to understand and analyze. This presentation can take the form of graphs or narratives that illustrate the key findings of the research. The purpose of presenting data is to visualize the results clearly and systematically, making it easier for researchers to interpret the obtained information. The final stage is conclusion drawing, where the researcher summarizes the findings from the data analysis and provides an in-depth interpretation. This involves assessing patterns or trends that emerge from the data, as well as considering the implications of the research results. This conclusion will provide a clear picture of the students' views and perceptions regarding the topic under study.

## RESULTS AND DISCUSSION

Research on the effectiveness of using ICT in education, especially in improving speaking skills in the context of boarding schools, remains relatively limited. In teaching English, a teacher should use a communicative language teaching method to make the class more interactive Arjulayana & Pujiati (2024). Moreover, a teacher should be innovative in teaching Arjulayana, et.al (2024). Previous studies, however, provide a foundation for understanding its potential. Kurni et al (2022) conducted a study on the utilization of ICT to enhance the quality of learning for students at Pondok Pesantren Darul Falah Serang, Banten. Their findings demonstrated that community service programs focusing on ICT utilization successfully enhanced students' understanding and skills in using technology. This improvement supported

higher-quality learning outcomes and motivated students to continue exploring technological advancements.

A similar study was conducted by Makruf (2020), which investigated the use of ICT in Arabic language learning at Madrasah Aliyah in Sukoharjo. Their research revealed that ICT-based media, such as PowerPoint, language laboratories, and audio-visual tools, positively impacted students' motivation, confidence, and academic performance. This is relevant with a study conducted by Pujiati, et.al (2024) who found that the students at elementary school have motivation after using song lyric on YouTube when learning English. These studies highlight the potential of ICT to transform learning experiences across various disciplines, though they have yet to explore its specific impact on speaking skills in the boarding school environment.

This study aims to fill this gap by examining students' perceptions of the use of ICT to improve their English-speaking skills in a boarding school setting. This study found that ICT as a media for teaching English is very useful for students. It is related with a study conducted by Pujiati & Arjulayana (2024) who found the effectiveness of MAT (Multimedia-Aided Teaching) for learning English. It is also related with a study conducted by Zulkaeriyah, et.al (2024) who found the using of Quizizz as media for learning. It is also relevant with a study conducted by Oktavia, et.al (2024) who found the using of game as media for studying English for children.

The data obtained based on a questionnaire given to students regarding their perceptions in boarding school towards the use of ICT in improving English speaking skill, which involved 24 science students and 18 social studies students, can be seen in the following paragraph:

1. The use of ICT helps me feel more confident when speaking in English.

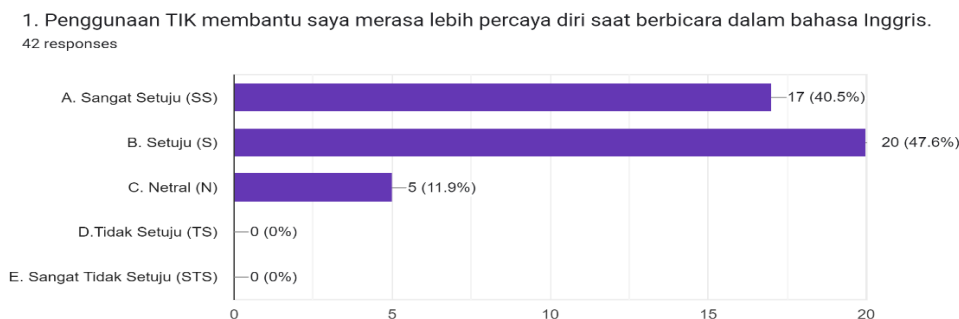


Figure 1. Students' Perceptions Regarding ICT Having Helped Them Feel More Confident When Speaking in English.

According to the data analysis results, it is evident that the majority of students felt more confident when speaking in English due to the use of ICT tools, such as PowerPoint and LCD projectors. Specifically, 47.6% of students agreed that the integration of ICT helped boost their confidence in speaking English, while a notable 40.5% strongly supported this view. On the other hand, 11.9% of students expressed a neutral stance regarding the impact of ICT on their speaking confidence, and there were no students who disagreed or strongly disagreed with the statement. This indicates that the use of ICT in English speaking practice is generally perceived as a positive influence on students' confidence levels.

## 2. I feel that my English vocabulary has increased thanks to the use of ICT

2. Saya merasa kosa kata bahasa Inggris saya meningkat berkat penggunaan TIK.

42 responses

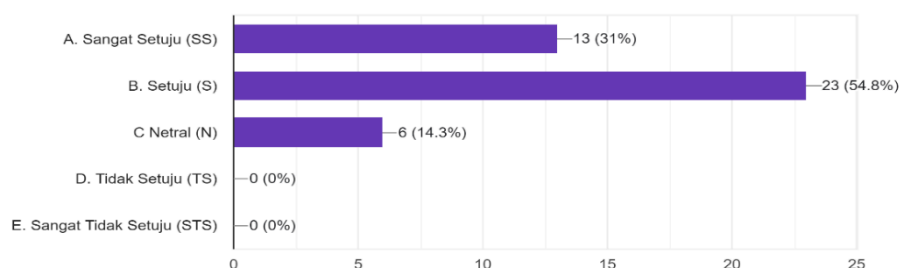


Figure 2. Students' Perceptions Regarding ICT Helped Increase Their English Vocabulary

Based on the findings from the data analysis, it is evident that 54.8% of students affirmed that the incorporation of ICT contributed to the improvement of their English vocabulary. Additionally, a significant 31% of students strongly endorsed the effectiveness of ICT in enhancing their vocabulary. A smaller percentage, 14.3%, expressed a neutral stance regarding the impact of ICT on their vocabulary development, while none of the students disagreed or strongly disagreed with the statement. This suggests that the use of ICT in English learning is widely perceived as beneficial for vocabulary growth.

## 3. I feel more motivated to speak English when using ICT.

3. Saya merasa lebih termotivasi untuk berbicara bahasa Inggris ketika menggunakan TIK.

42 responses

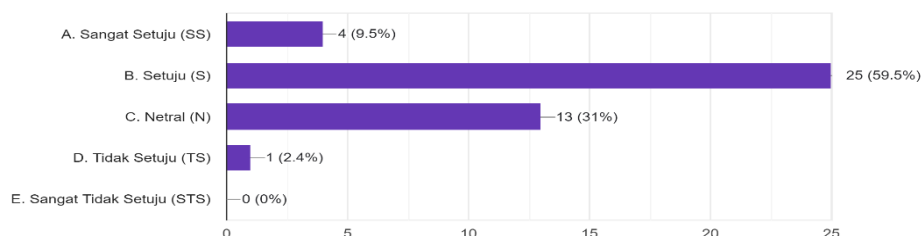


Figure 3. Students' Perceptions Regarding ICT Having Motivated Them To Speak English

Based on the data analysis, it is clear that the majority of students feel more motivated to speak English when using ICT tools. Specifically, 59.5% of students agreed that the use of ICT, such as PowerPoint and other technological tools, helped increase their motivation to speak English. Additionally, 9.5% of students strongly supported this idea. However, 31% of students remained neutral regarding the impact of ICT on their motivation to speak English. A small percentage, 2.4%, disagreed with the statement, while none of the students strongly disagreed. This suggests that while most students view ICT as a positive motivator for speaking English, a few are either unsure or less affected by its use.

4. The use of PowerPoint/LCD Projector makes it easier for me to construct sentences in English when speaking.

4. Penggunaan PowerPoint/LCD Proyektor membuat saya lebih mudah menyusun kalimat dalam bahasa Inggris saat berbicara.  
42 responses

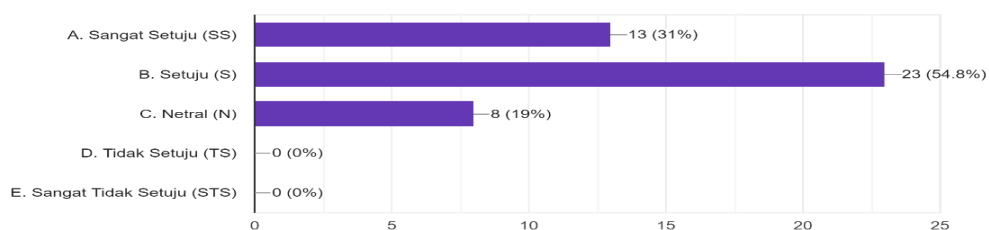


Figure 4. Students' Perceptions Regarding the Use of Powerpoint/LCD Projector Having Made It Easier for Them to Construct Sentences in English When Speaking

Based on the data analysis, it is evident that the majority of students found that the use of PowerPoint and LCD projectors made it easier for them to construct sentences in English when speaking. Specifically, 54.8% of students agreed that these ICT tools helped improve their sentence construction during speaking activities. Additionally, 31% of students strongly supported this view. A smaller percentage, 19%, expressed a neutral stance regarding the impact of PowerPoint and LCD projectors on their ability to form sentences in English. Notably, there were no students who disagreed or strongly disagreed with the statement. This indicates that the use of PowerPoint and LCD projectors is generally regarded as a helpful tool for enhancing students' sentence construction when speaking in English.

5. With the help of ICT, I feel braver speaking English in front of my friends.

5. Dengan bantuan TIK, saya merasa lebih berani berbicara bahasa Inggris di depan teman-teman.  
42 responses

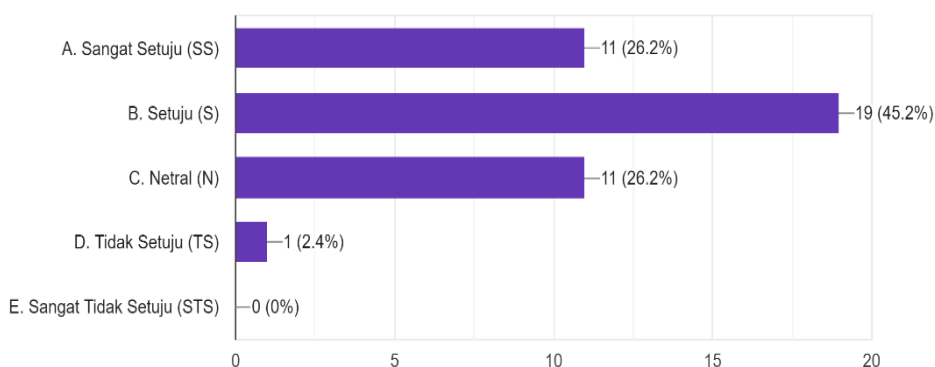


Figure 5. Students' Perceptions Regarding ICT Having Helped Them Feel Braver When Speaking English in Front of Their Friends

Based on the data analysis, it is apparent that the majority of students feel braver speaking English in front of their friends with the help of ICT tools. Specifically, 45.2% of students agreed that ICT made them feel more confident when speaking English in front of their peers. Additionally, 26.2% of students strongly supported this statement. However, an equal percentage of 26.2% expressed a neutral stance regarding the impact of ICT on their bravery in speaking English publicly. A small percentage, 2.4%, disagreed with the statement. This suggests that while most students find ICT helpful in boosting their confidence, a considerable number remain uncertain about its effect on their willingness to speak English in front of others.

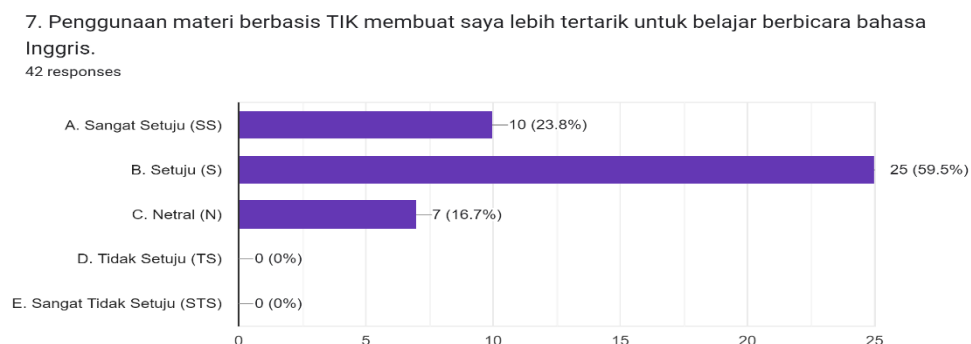
6. Technology like the projector helped me better understand how to speak English well.



*Figure 6. Students' Perceptions Regarding Technology Like the Projector Having Helped Them Better Understand How to Speak English Well*

Based on the data analysis, it is clear that most students believe technology, such as projectors, has helped them better understand how to speak English effectively. Specifically, 59.5% of students agreed that the use of projectors contributed to their improved understanding of English-speaking skills, while a notable 31% strongly supported this view. A smaller percentage, 9.5%, expressed a neutral stance regarding the impact of projectors on their understanding of how to speak English well. Importantly, there were no students who disagreed or strongly disagreed with the statement. This indicates that the use of technology like projectors is widely seen as a beneficial tool for enhancing students' comprehension of English speaking.

7. The use of ICT-based materials makes me more interested in learning to speak English.



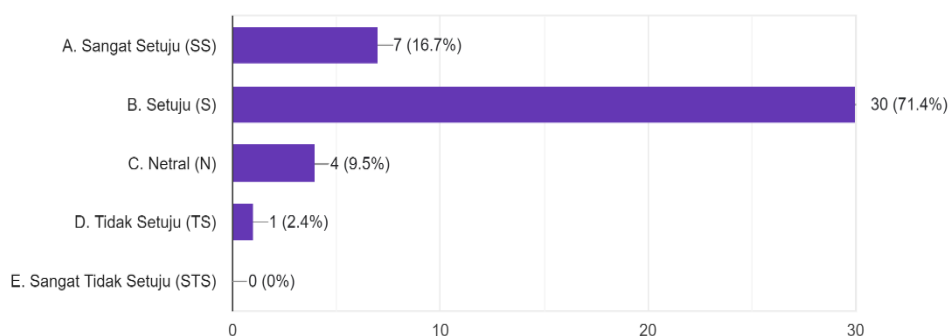


*Figure 7. Students' Perceptions Regarding the Use Of ICT-Based Materials Having Made Them More Interested in Learning to Speak English*

Based on the data analysis, it is evident that the majority of students are more interested in learning to speak English through the use of ICT-based materials. Specifically, 59.5% of students agreed that ICT-based materials, such as videos, presentations, and other digital resources, increased their interest in learning English speaking skills. Additionally, 23.8% of students strongly supported this view. A smaller percentage, 16.7%, expressed a neutral stance regarding the impact of ICT-based materials on their interest in learning English. Notably, no students disagreed or strongly disagreed with the statement. This suggests that the use of ICT-based materials is generally perceived as an effective way to enhance students' engagement and interest in learning to speak English.

8. I feel that my pronunciation skills in English have improved through the interaction of using ICT.

8. Saya merasa kemampuan pengucapan saya dalam bahasa Inggris meningkat melalui interaksi penggunaan TIK.  
42 responses



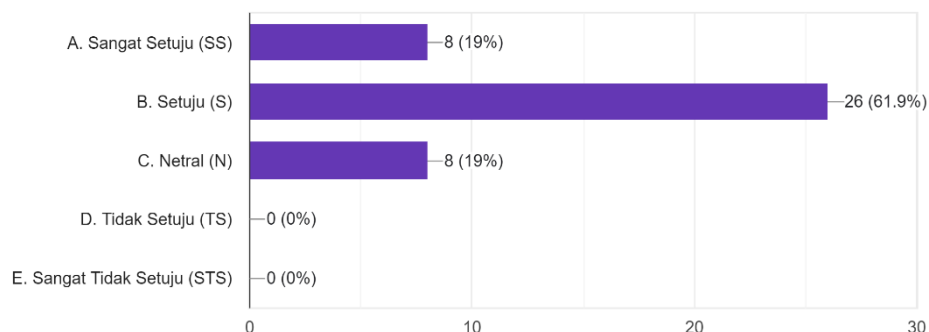
*Figure 8. Students' Perceptions Regarding Their Pronunciation Skills in English Having Improved Through the Interaction of Using ICT*

Based on the data analysis, it is evident that the majority of students feel that their pronunciation skills in English have improved through the interaction of using ICT. Specifically, 71.4% of students agreed that ICT tools, such as digital resources, audio materials, and interactive platforms, helped enhance their English pronunciation. Additionally, 16.7% of students strongly supported this view. A smaller percentage, 9.5%, remained neutral regarding the impact of ICT on their pronunciation skills. However, 2.4% of students disagreed with the statement, while none strongly disagreed. This indicates that most students perceive ICT as beneficial for improving their pronunciation, though a few are either uncertain or believe it has not significantly impacted their skills.

## 9. ICT helps me remember more vocabulary when speaking English.

9. TIK membantu saya mengingat kosakata yang lebih banyak saat berbicara bahasa Inggris.

42 responses



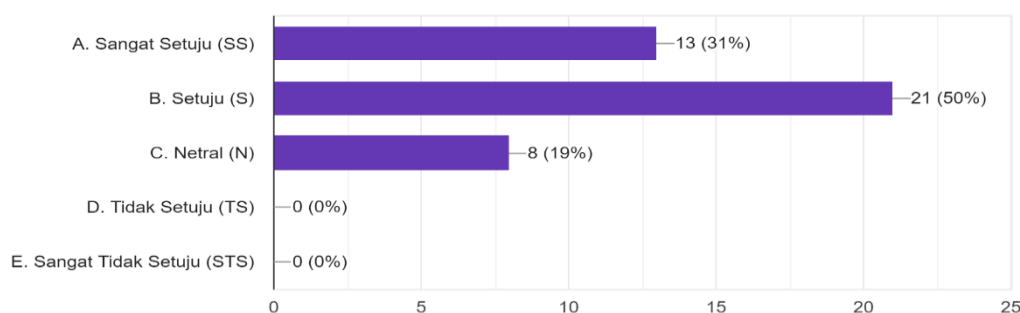
*Figure 9. Students' Perceptions Regarding ICT Having Helped Them Remember More Vocabulary When Speaking English*

Based on the data analysis, it is clear that the majority of students believe that ICT helps them remember more vocabulary when speaking English. Specifically, 61.9% of students agreed that ICT tools, such as digital resources and learning platforms, have aided them in retaining vocabulary during speaking activities. Additionally, 19% of students strongly supported this view. Another 19% of students expressed a neutral stance on the impact of ICT on their vocabulary retention. Notably, no students disagreed or strongly disagreed with the statement. This suggests that ICT is generally seen as an effective tool for helping students remember vocabulary when speaking English, although some students remain neutral on its impact.

## 10. I believe that the use of ICT is an effective tool to improve English speaking.

10. Saya percaya bahwa penggunaan TIK adalah alat yang efektif untuk meningkatkan kemampuan berbicara bahasa Inggris.

42 responses



*Figure 10. Students Perceptions Regarding the Use Of ICT Having Been An Effective Tool to Improve English Speaking*

Based on the data analysis, it is clear that the majority of students believe that the use of ICT is an effective tool for improving their English-speaking skills. Specifically, 50% of students agreed that ICT, such as learning applications and digital resources, contributes to enhancing their speaking abilities. Additionally, 31% of students strongly supported this view. Meanwhile, 19% of students expressed a neutral stance

regarding the effectiveness of ICT in improving English speaking skills. Importantly, there were no students who disagreed or strongly disagreed with the statement. This indicates that the use of ICT is generally perceived as a beneficial tool for enhancing students' speaking abilities in English, although some students remain neutral about its impact.

Table 1. Perceptions of the Use of ICT in Improving English Speaking Skill in Boarding School

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The use of ICT helps me feel more confident when speaking in English.	40,5%	47,6%	11,9%	0%	0%
2.	I feel that my English vocabulary has increased thanks to the use of ICT	31%	54,8%	14,3%	0%	0%
3.	I feel more motivated to speak English when using ICT.	9,5%	59,5%	31%	2,4%	0%
4.	The use of PowerPoint/LCD Projector makes it easier for me to construct sentences in English when speaking	31%	54,8%	19%	0%	0%
5.	With the help of ICT, I feel braver speaking English in front of my friends.	26,2%	45,2%	26,2%	2,4%	0%
6.	Technology like the projector helped me better understand how to speak English well.	31%	59,5%	9,5%	0%	0%
7.	The use of ICT-based materials makes me more interested in	23,8%	59,5%	16,7%	0%	0%

	learning to speak English.					
8.	I feel that my pronunciation skills in English have improved through the interaction of using ICT.	16,7%	71,4%	9,5%	2,4%	0%
9.	ICT helps me remember more vocabulary when speaking English.	19%	61,9%	19%	0%	0%
10	I believe that the use of ICT is an effective tool to improve English speaking.	31%	50%	19%	0%	0%
<b>Average</b>		<b>27,48%</b>	<b>54,94%</b>	<b>16,82%</b>	<b>0,76%</b>	<b>0,00%</b>

Based on the averaged results of student's perceptions indicates that the majority of students 54,94% believe that the use of ICT plays a dominant role in improving English speaking skill. This percentage indicates that more than half of the students support the use of ICT as an effective tool for enhancing their speaking abilities.

## CONCLUSION

This study explored students' perceptions of the use of Information and Communication Technology (ICT) in improving English speaking in a boarding school environment. The findings showed that the students generally had a positive view of the use of ICT tools, such as PowerPoint and LCD projectors, in their English-Speaking practice. Data analysis showed that the majority of students, 54.94%, agreed that ICT significantly contributed to improving their speaking ability, making them feel more confident, increasing vocabulary retention, and fostering greater motivation to speak English. In addition, ICT is also considered as a tool that helps in sentence construction, pronunciation improvement, and makes learning more interesting.

The use of ICT in English learning not only boosts students' confidence, but also allows them to practice intensively in a more interactive environment. As a result, ICT creates a more dynamic and enjoyable learning atmosphere, which is crucial for improving speaking skills. These findings highlight the potential of integrating ICT in language learning, especially in boarding school contexts, where traditional teaching approaches may limit students' active engagement. In conclusion, ICT proved to be an effective tool to support the development of students' English language skills, contributing to a more productive and interactive learning experience.

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