

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

**THESIS**

**Submitted to Fulfill  
One of Requirements  
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## ABSTRAK

Muhammad Risky, 2026 : Persepsi Siswa Terhadap Integrasi TIK dalam Pembelajaran Teks Argumentasi di MAN 2 Kota Pekanbaru

Integrasi Teknologi Informasi dan Komunikasi (TIK) dalam pembelajaran Bahasa Inggris sebagai bahasa asing (EFL) semakin menjadi hal yang penting dalam pendidikan modern. Dalam pembelajaran teks argumentatif, siswa dituntut untuk berpikir kritis, menyusun argumen secara logis, serta mengorganisasikan ide secara jelas. Penggunaan teknologi digital dianggap dapat membantu mendukung proses pembelajaran tersebut. Namun, keberhasilan integrasi TIK sangat bergantung pada bagaimana siswa memandang manfaat dan kemudahan penggunaannya. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap integrasi TIK dalam pembelajaran teks argumentatif di MAN 2 Model Kota Pekanbaru. Penelitian ini menggunakan desain deskriptif kuantitatif. Partisipan penelitian adalah 72 siswa kelas XI pada tahun ajaran 2025/2026. Data dikumpulkan melalui kuesioner yang terdiri dari 30 butir pernyataan dengan skala Likert lima poin yang disebarluaskan melalui Google Forms. Instrumen penelitian berfokus pada tiga indikator utama, yaitu persepsi kegunaan, persepsi kemudahan penggunaan, dan keterlibatan siswa. Data dianalisis menggunakan statistik deskriptif, khususnya nilai rata-rata (mean) dan standar deviasi dengan bantuan SPSS versi 26. Hasil penelitian menunjukkan bahwa siswa secara umum memiliki persepsi positif terhadap integrasi TIK, dengan nilai rata-rata keseluruhan sebesar 3,60 yang termasuk dalam kategori tinggi. Di antara ketiga indikator tersebut, persepsi kegunaan memperoleh skor rata-rata tertinggi (3,65), diikuti oleh persepsi kemudahan penggunaan (3,60) dan keterlibatan siswa (3,54). Hasil ini menunjukkan bahwa siswa percaya bahwa penggunaan TIK membantu mereka memahami materi pelajaran dengan lebih baik, memudahkan akses terhadap informasi, serta meningkatkan partisipasi mereka dalam kegiatan pembelajaran. Kesimpulannya, integrasi TIK memberikan kontribusi positif terhadap pengalaman belajar siswa dalam pembelajaran teks argumentatif di kelas EFL serta dapat mendukung peningkatan keterlibatan dan kemampuan menulis siswa.

**Kata kunci:** *Persepsi Siswa, Integrasi TIK, Teks Argumentatif, EFL.*

## ABSTRACT

Muhammad Risky, 2026 : Students' Perceptions of ICT Integration in Learning Argumentative text in MAN 2 Kota Pekanbaru

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

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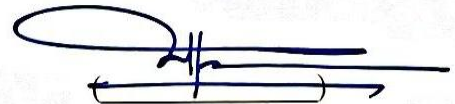
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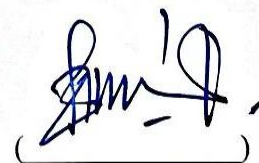
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### PERNYATAAN KEASLIAN TULISAN

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A 1000 Rupiah Indonesian postage stamp is placed over the signature. The stamp features the Garuda Pancasila emblem and the text '1000', 'METERAI TEMPEL', and the serial number '50D6DANX338621234'.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

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.

## **B. Identification of the Problem**

Based on recent journal studies related to ICT integration, argumentative text, several research issues can be identified as follows:

a. The increasing demand for writing instruction

Recent studies emphasize that argumentative writing plays an important role in developing students' critical thinking and communication skills, which are essential components (Pentury et al., 2020; Kennedy & Sundberg, 2025). However, many students still experience difficulties in applying these skills effectively in argumentative writing tasks.

b. Students' difficulties in learning argumentative writing in EFL contexts

Research indicates that EFL students often struggle with organizing arguments, providing logical reasoning, and supporting claims with evidence (Lin & Xiang, 2019; Melody et al., 2025). These challenges suggest the need for instructional support that can enhance students' writing processes and learning experiences.

c. The potential role of ICT in supporting argumentative writing learning

Recent journal findings reveal that ICT tools such as online collaborative

platforms, digital writing applications, and automated feedback systems can support students in brainstorming, drafting, revising, and evaluating argumentative texts (Mali & Salsbury, 2021; Yingbao et al., 2025). However, the effectiveness of these tools depends on how students perceive and utilize them in the learning process.

- d. The influence of students' perceptions on the effectiveness of ICT integration

Several studies report that students' perceptions toward ICT significantly affect their motivation, engagement, and learning outcomes (Suwarni & Natsir, 2024; Juliarti & Nuriadi, 2025). Positive perceptions encourage active participation, while negative perceptions may limit the benefits of ICT integration in writing instruction.

- e. The gap between ICT availability and students' meaningful use in learning writing

Although many schools have provided ICT facilities to learn, journal studies indicate that technology is not always used optimally by students for academic writing purposes (Bachtiar et al., 2024). This gap suggests that students' perceptions need to be examined to understand how ICT is actually experienced in argumentative writing classes.

- f. Limited quantitative studies focusing on students' perceptions of ICT integration in argumentative writing

Most previous research in the last five years has focused on teachers' perceptions or used qualitative approaches in examining ICT integration in EFL writing classes (Mali & Salsbury, 2021; Juliarti & Nuriadi, 2025). Quantitative studies that specifically investigate students' perceptions of ICT integration in learning argumentative writing remain limited, particularly in the Indonesian EFL context.

### **C. Limitation of the Problem**

This study is limited to investigating students' perceptions of ICT integration in learning argumentative text. The study focuses only on the use of ICT in

argumentative writing classes, excluding other writing genres or English language skills. The research is conducted using a quantitative approach through a questionnaire, without involving qualitative data such as interviews or observations. In addition, this study is limited to students from one educational institution and a specific grade level, so the findings may not be generalized to all EFL contexts.

#### **D. Formulation of the Problem**

Based on the background of the study, the research problems are formulated as follows:

- a. How do students perceive the integration of ICT in learning argumentative text in MAN 2 Kota Pekanbaru.

#### **E. Purpose of the Research**

The purposes of this research are:

- a. To investigate students' perceptions of ICT integration in learning argumentative text in MAN 2 Kota Pekanbaru.

#### **F. Significance of the Research**

Some significances of this research can be useful for:

- a. Theoretical

The findings of this study are expected to contribute to the theoretical understanding of ICT integration, students' perceptions, and argumentative writing instruction in the context of learning. This research enriches existing literature by providing quantitative evidence on how students perceive the role of ICT in learning argumentative writing. Furthermore, the results may serve as a reference for future studies related to technology-enhanced writing instruction and learner-centered approaches in EFL contexts.

- b. Practical

- a) For English Teachers

The findings can help English teachers evaluate the effectiveness of ICT integration in argumentative writing classes and design more engaging learning activities that align with students' needs and learning goals.

b) For Students

This research may increase students' awareness of the benefits of ICT in learning argumentative writing and encourage more active participation in ICT-based learning activities.

c) For Schools and Educational Institutions

The results can provide valuable insights for schools and policymakers in making decisions related to ICT facilities, digital learning platforms, and teacher training programs to support effective learning environments.

d) For Future Researchers

This study can serve as a reference for future researchers who intend to conduct similar studies on ICT integration, students' perceptions, and writing instruction using quantitative research designs.

## **G. Definition of Key Terms**

The definition of several terms that related to this research, described as follows:

a. Students' Perceptions

Students' perceptions refer to students' opinions, beliefs, attitudes, and views toward the use of ICT in learning argumentative writing, which are measured quantitatively through a questionnaire (Juliarti & Nuriadi, 2025).

b. Information and Communication Technology (ICT)

ICT refers to digital tools, platforms, and applications such as computers, internet-based resources, online writing platforms, and learning management systems used to support the teaching and learning process (Ghavifekr et al., 2014; Azmi, 2017).

c. Argumentative Writing

Argumentative writing is a type of writing that requires students to present

a clear claim, support it with logical reasoning and evidence, and persuade readers through coherent arguments (Melody et al., 2025).

d. ICT Integration

ICT integration refers to the meaningful use of digital technologies in the learning process to enhance students' engagement, writing performance, and argumentative writing classes (Mali & Salsbury, 2021).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. 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.

#### **B. Suggestion**

The researchers suggest the following in light of the current study's findings: teaching instructors and students the advantages of ICT and how to use it to accomplish a variety of writing objectives. teaching instructors how to use technology, particularly in order to include it into the teaching of argumentative writing. Because ICT is an advanced technology that will surely continue to develop sustainably, the experts also advise doing longitudinal research on the subject.

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