Students Perception of ICT for Specific Purpose in The Logistics Industry

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Abstract

In today's dynamic and competitive world, logistics knowledge has become more complicated and knowledge intensive. Regarding the topic of TESOL in the logistic sector, which is the use of English as a foreign language and a current economic necessity, the use of English as a foreign language is one of the economic sources for boosting the employability of workers through superior communication skills. This study tries to answer the question of how students in the logistics industry perceive the use of ICT in English language learning. This research chapter addresses the importance of logistics education from the perspective of undergraduates. Using a quantitative methodology and survey design, the current study examined the frequency of ICT usage for purposes. The majority of students said that the usage of ICT makes it easier and more interesting for them to study English, is a good way for instructors to distribute learning materials, improves their speaking and listening abilities, and expands their vocabularies. Students and instructors can communicate, share, and discuss course materials and assignments effectively through the use of ICT and the logistics theme.

Keywords: logistic industry; ICT; perception

1. INTRODUCTION

ICT has been utilized in elementary through college classes. Students can access study resources and practice their English language abilities by utilizing ICT (Anas, I., & Musdariah, 2018). In addition, ICT can be utilized to boost students' interest in and positive attitudes toward English study, and it is anticipated that ICT will be used more frequently in the classroom to maximize language teaching and learning (Tri, D.H.,& Nguyen, 2014). Using ICT can afford pupils the chance to practice English in authentic contexts (Kramsch, C., 2002). Students can engage with native speakers via Skype (Dalton, 2011). Additionally, teachers can utilize video materials to enhance English language instruction in the classroom (Boutonglang,D.,& Flores, 2011). These materials can also be uploaded through several online streaming media, and among the most widely used streaming media is YouTube which has been widely proven to improve the English of students (Gracella & Nur Rahman, 2020)

Technology can assist English language students in improving their English language abilities during the English language teaching process (Fauzan, U.,& Pimada, 2018). University students are more interested in learning the English language when ICT is used in the teaching process (Choui, D., Abdelhamid, N.,&Laabidi, 2017). Because of the use of technology in schools, students are more engaged and enthusiastic about classroom activities. In EFL contexts, the incorporation of ICT also increases student motivation (Ilter, 2009).

Logistics expertise has become increasingly complicated and knowledge-intensive in today's dynamic competitive climate. Logistics globalization processes, the expansion of collaborative logistics partnerships, the role of human resources, and logistics digitalization processes are just a few of the trends that demonstrate why logistics knowledge will be an absolute necessity for students in the logistics field in the near future. Current logistics systems and processes are seen as becoming increasingly complex, demanding worldwide networking in order to successfully address the growing variety of logistics concerns. As a result, logistics expertise is becoming a more valued asset in the logistics business.

Logistics courses at higher education institutions (HEIs) frequently contain corporate communication, procurement, inventory distribution, and strategic distribution management. Lecturers function as role models for students at all levels of schooling (Mohammad, A., Abraham, B., & Singh, 2011). In institutes of higher education or colleges, a lecturer instructs graduate or undergraduate students. They are typically required to have substantial competence in the topic in which they will teach, which provides them with the information and abilities required to instruct specific subjects or courses. One of the predictors of student understanding

is the effectiveness of instructors. The ability of a lecturer to assure students' comprehension in his or her teachings is referred to as effectiveness. Teachers and lecturers are essential at all stages of education, including preschool, primary, secondary, and university.

In addition, one of the ICT-related research (Subhashini, S., & Preetha, 2018)examines the impact of internet-based communication tools on boosting employee and operational efficiency. In addition, another conclusion discovered by (Gössling, 2018)indicates that ICT plays an essential part in the logistics system industry, where ICT facilitates access to information systems in travel, planning, and internal company information systems. There are instances where higher education systems want quality resources and industry-academic partnership (Stevens et al., 2019). Collaboration has an essential role since logistic students can not only learn the academic component in colleges, but also have the ability to learn practically as if in a real-world setting.

Regarding the topic of TESOL in the logistics sector, which is the use of English as a foreign language and a contemporary economic necessity, the use of English as a foreign language is one of the economic sources for enhancing workers' employability through great communication skills. The value of TESOL as a marketable talent has increased for students (Maouche, 2021). In the context of globalization, language as knowledge grows and generates greater economic value. In the logistics industry, language barriers, learner hesitancy, lack of confidence, and poor nonverbal communication wreck relationships (Latha, 2012). English is necessary at every meeting for the organization's formal examinations; therefore, TESOL continues to play a vital role in logistics. Increasingly, it is suggested, for instance, to strengthen professions that target specific economic demands and to cultivate experts in crucial subjects. As stated previously, logistics training for specific business and economic purposes.

Training in ESP is intended to encourage worldwide involvement with the media and enterprises by gradually extending its reach. Therefore, TESOL is still extremely important for enhancing the language abilities of workers so that they can become communicative and professional by obtaining different ESP-taught language qualities (Maouche, 2021). Additionally, workers in the ICT dialogistic industry must comprehend the system and know how to operate it, as the logistics business has its own system for data gathering and management. Consequently, ICT is being used to improve logistics industry methods and developments. Consequently, the objective of this study is to determine the function of ICT in the logistics industry. This study attempts to answer the topic of how students view the use of ICT in English language learning within the logistics business. This investigation examines the

significance of logistics education from the perspective of undergraduate students. It will also contribute to the improvement of logistical skills.

For the originality of this article, the researcher used the VOS Viewer and Publish or Perish with the result that the topic related with logistic topic in TESOL still not found. It is show from network visualization, overlay visualization and density visualization. Therefore, the topic is still considered necessary to be examined, specifically related to how students respond to the presentation of the material with ICT collaboration which can be one of the bases for development related to the topic in the future.
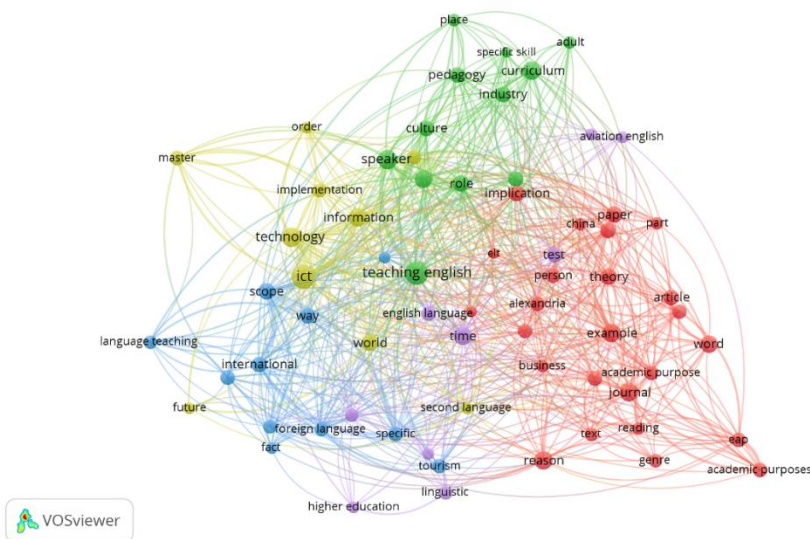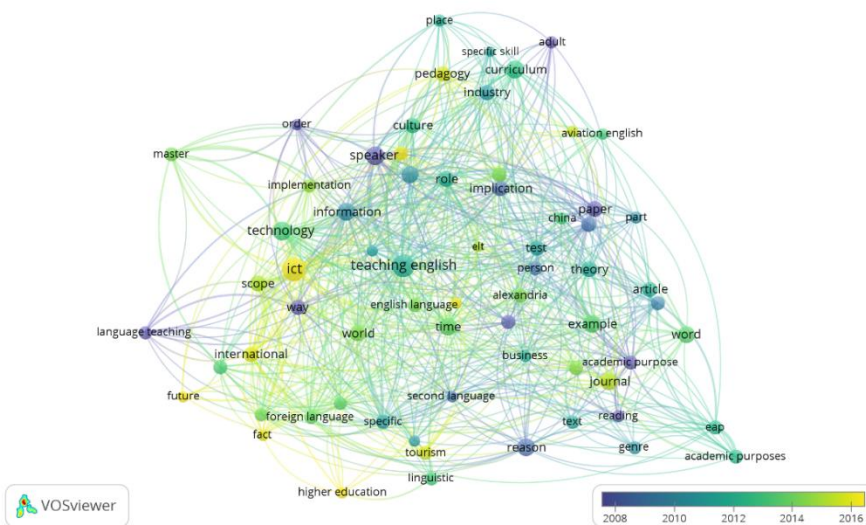

Figure 1 Vos Viewer Network

Figure 2 Vos Viewer overlay Visualization

Figure 3 Vos Viewer Density Visualization

2. METHODOLOGY

The current study employed a quantitative method and a survey methodology to determine the frequency of ICT use for specific objectives. In addition, the paper explores how students see the use of ICT in English language learning within the logistics business. A stratified random sample of 68 students from an East Kalimantan private university provided the samples. The students had, on average, taken three years of English in middle school, three years in high school, and additional English courses in college. The questionnaire consisted of eleven closed-ended questions. The data was collected using a questionnaire created by (Tri, D.H.,& Nguyen, 2014). The questionnaire was randomly delivered to 68 students. Before administering the instrument in the study, it was administered to a representative group that was not a part of the primary investigation. This allowed the researcher to identify and modify the instrument to verify its validity and reliability. To ensure that all participants understood the instrument, it was also translated into Indonesian. The data was examined quantitatively. SPSS version 22 was used to evaluate the responses of participants. To determine the frequency and percentages of ICT use for English learning, descriptive statistics were employed. Students' attitudes toward the use of ICT for English language learning in the logistics industry were inferred from the data.

3. FINDINGS

This table reflected students' attitudes toward the use of ICT in English language learning. There are several questions, such as the effectiveness of ICT use, improving English language skills, increasing vocabulary, learning pronunciation, making ELL enjoyable, easy to understand, easy to discuss materials, easy to find sources of material, and easy to access. The Statistical Package for Social Science (SPSS) was used for the questionnaire data analysis.

Table 1 students' attitudes toward the use of ICT in English language learning

Items	Completely disagree	Disagree	Agree	Completely agree
ICT allows me to learn English more effectively.	0	0	45	23
The use of ICT allows me to expand my vocabulary on logistics topics.	0	0	42	26
The use of ICT assists me in improving my listening skills in logistics topics.	0	3	52	13
The use of ICT assists me in improving my reading skills in logistics areas.	0	6	36	26
The use of ICT assists me in improving my speaking skills in logistics themes.	0	0	26	42
The use of ICT assists me in improving my writing skills in logistics themes.	0	12	39	17
The use of ICT helps me to acquire pronunciation	0	8	41	19
The usage of ICT improves the enjoyment of English learning.	0	3	40	25
Utilizing ICT facilitates access to English logistic industry materials.	0	6	34	28
ICT is an effective method for instructors to distribute instructional materials.	0	0	24	42
Students and instructors can communicate, share, and discuss materials and assignments more effectively with the use of ICT.	0	2	29	37

The research question asked about students' perception towards the use of ICT for English language learning. The majority of students (66%) perceived that the use of ICT makes them to learn English effectively. 62% respondents completely agreed that the use of ICT helps them to improve speaking skills in logistics topic and also 62% respondents agreed that the use of ICT helps them to enhance vocabularies logistics topic. In addition, 76% respondents agreed that the use of ICT helps them to improve listening skills in logistics topic. In terms of the use of ICT makes English learning more enjoyable, the students claimed agree to this statement (59%). Then, 62% of respondents perceived that the use of ICT is a good way for lecturers to deliver learning materials. Furthermore, 54% respondents completely agreed that the

implementation of ICT is a good way for students and lecturers to communicate, share and discuss about materials and assignments.

4. DISCUSSION

Logistics knowledge is an awareness of the management and processes involved in moving goods from their point of origin to their site of consumption to meet consumer or organizational demand. The talents and abilities of logisticians are viewed as a crucial factor for logistics companies to remain competitive. With the correct curriculum, higher education institutions can equip students to be excellent logisticians. The university should collaborate closely with the factors that influence undergraduate students' perceptions of logistics competence in order to better prepare them for the workforce and enhance their ability to apply knowledge and skills. Teachers and students alike can benefit from the use of ICT in ELT. Particularly in the teaching of English, technological devices have been viewed as essential

and successful instruments. The usage of ICT in ELT improves students' attitudes toward English study (Sabti, A.A.,& Chaichan, 2018). Positive feelings may result from the use of ICT in the classroom among both teachers and students (Benghalem, 2015)

Furthermore, additional research to illustrate the advantages of ICT integration in ELT often involves introducing students to new devices, software, and websites for studying and practicing English. (Zhang, H., Song, W.,& Burston, 2011)Learners can improve their English abilities using a number of devices, software, and websites. Internet-based technologies provide students with access to authentic materials that will assist them in mastering the English language (Shevchenko, 2018). These tools enable learners to interact, exchange, and engage in authentic learning situations. According to (Kuterbach, 2013), peer group learning such as discussion and group study can enhance students' comprehension, knowledge, and abilities. Moreover, our data indicate that excessive time spent on leisure activities hinders the growth of learning and has a detrimental impact on knowledge. According to the data, there is a high correlation between logistics education and knowledge. Respondents feel that coursework, tutorials, and exams can impact their understanding (De Backer et al., 2012). It might be argued that the use of ICT can assist pupils in enhancing their English language skills (Oktalia, D., Ngadiso, & Supriyadi, 2018). In addition, they feel that using ICT into the teaching and study of ELL may make the subject more enjoyable. Students are similarly enthusiastic about the use of ICT in English language study (Sabti, A.A.,& Chaichan, 2018)

5. CONCLUSION

In conclusion, the majority of students spent more time using ICT for English language learning purposes, such as watching YouTube, listening to music, and browsing the internet. However, google translation, using dictionaries, and searching online materials are common and frequently used by students. In contrast, they were enthusiastic about the use of ICT in English language acquisition. They expected that embracing ICT would help them study English more effectively. They also believe that the use of technology enhances the enjoyment of studying English. Students anticipated that ICT would be utilised more frequently in the English language learning process in order to assist them in enhancing their English language skills, particularly their knowledge of logistics. When a result, as new logistics knowledge arises and evolves, both higher education institutions and logistics practitioners should join in and work on the transformation of better education to guarantee that university logistics programmes meet the needs of the logistics industry. Thus, undergraduates can better comprehend the knowledge and abilities required for their future careers.

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