

EFL University Students' Attitudes Towards ICT Use for English Language Learning

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ABSTRACT

Information and Communication Technology (ICT) has become an essential tool in the field of education, especially for English language learning. This study aims at investigating EFL university students' perception toward the use of ICT for English language learning. The descriptive quantitative method was applied in this study, which involved 304 students' teachers of English department at a state university in Indonesia. The instrument used in collecting the data was a questionnaire. Descriptive quantitative analysis was used to analyze the data obtained in this study. The result shows that the respondents' perception was positive in some dimensions. Positive and high perceptions were found in (1) perceived ease of use, (2) perceived usefulness, and (3) attitudes. The results also revealed that the majority of respondents had an ICT device, with YouTube being the most popular activity for English language learning, followed by Google translate and social media.

Keywords: EFL University Students, English Language Learning, ICT, Students' Perception.

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I. INTRODUCTION

This paper sets out to investigate EFL university students' perception toward the use of ICT for English language learning. While previous studies which tackled this issue focused on the effect of the technology use for English as a second language such as mobile devices and e-learning, the current study considers the EFL university students' perception toward ICT use for English language learning in Indonesia context with some dimensions namely perceived ease of use, perceived usefulness, and attitude. This study is guided by the following three research questions: (1) what are the activities of ICT Use for English Learning Purposes by the students? (2) How do students perceive the use of ICT for English language learning? The answers to these questions will explain students' attitudes and intentions to use ICT to learn English so that teachers and instructors are able to successfully integrate ICT in English language learning. This study is divided into five sections. Section one takes up the background to the study, section two provides literature studies, section three presents the research design, while section four shows results and discussion. Lastly, section five presents conclusion of this study.

II. BACKGROUND OF THE STUDY

Nowadays, technology advancements have had a considerable influence on the area of education, particularly in the field of English as a foreign language study. The integration of ICT in language learning can assist students in improving their language skills (Balbay & Kilis, 2017; Caldwell, 2020), aside from that, ICT utilization may empower and motivate learners in English language learning (Tran, 2020). ICT utilization can provide opportunities for collaboration and interaction in the learning process, and also, the instruction needs to be scaffolded for learners to benefit from such opportunities (Al Arif, 2019).

Information and Communication Technology (ICT) is more commonly used in language learning and teaching in the last decades. ICT refers to the computer-based technologies and internet-based technologies that are used for creating, storing, displaying, and sharing information. ICT provides a context for human-human and human-machine communication, and it gives a framework for information production, display, delivery, and sharing. In the context of EFL, ICT can provide English language learners with opportunities for interaction with native speakers through ICT tools such as e-mail, social networking, and video-based communication (Ayele, 2022; Howlett & Zainee, 2019).

ICT can assist both teachers and students in English language learning. ICT has been used in the classrooms from elementary school to higher education. ICT utilization provides the opportunity for students to find out the learning material and practice their English language skills. Moreover, ICT can be used to attract and grow students' interest and their positive attitudes in learning English, and it is also

expected that ICT should be used more frequently in the classroom in order to maximize language teaching and learning. The use of ICT can provide students the opportunities to practice their English in the real context of language use (Lamb & Arisandy, 2020). The learners can use Skype to interact with a native speaker (Dalton, 2011). Also, teachers can use video resources in the classroom to enhance English language learning (Boutonglang & Flores, 2011; Rosell-Aguilar, 2018). ICT can be used to develop students' English language skills (listening, reading, speaking, writing) (Jakob & Afdaliah, 2019).

The use of ICT can help English language learners to improve their English language skills in the English language teaching process. The university students are more interested in English language learning when the teachers using ICT in the English language teaching process. The effects of technology use in the classrooms make the students active and enjoy classroom activities. The integration of ICT also increases students' motivation in the EFL context (Hu *et al.*, 2022; Paul & Jefferson, 2019).

In Indonesia, especially in the English Department of a state university in Jambi, the students perceive that ICT is useful to be used in English language learning. They used ICT only for the projector as a media in the teaching and learning process (Oktalia *et al.*, 2018). The Students used ICT for searching information given by the lecturer, and the lecturer used the ICT for presenting material and as a media in teaching. Therefore, ICT integration needs to be investigated further to know the students' perception and acceptance towards the use of ICT in English language learning inside and outside the classroom.

Consequently, this study aims to explore students' perception on the use of ICT for English language learning. This study attempts to describe students' perception on using ICT for English language learning with some dimensions namely perceived ease of use, perceived usefulness, and attitude.

III. LITERATURE REVIEW

Information and communication technology (ICT) as forms of technology used for creating, displaying, storing, manipulating, and exchanging information (Meleisea, 2007). ICT refers to computer-based technologies and network-based technologies that provide a context for information production, delivery, and sharing (Murray, 2005). In general, ICT relates to computers, hardware and software, smartphones, gadgets, networks, internet, website, e-mail, television, radio, and other computer-based technologies. ICT has brought profound changes to all aspects of our lives, and it has a vital role to play in education. The ICT utilization in the last decade has made a high contribution to English language learning.

According to Kennewell (2004), ICT covers all aspects of computers, networks (internet), and specific other devices with information storage and processing capacities such as TV, mobile phones, and automatic control devices. In this research, ICT refers to computer-based technologies and internet based-technologies such as desktop, laptops, smartphones, gadgets, e-mail, social networking, website, and software related to English language learning and teaching (Davies & Hewer, 2009).

Since the first appearance of ICT integration in education in the last decades, a substantial investment has been made in ICT facilities and training in Indonesia universities. In Indonesia, as in other countries, the use of ICT in education concentrates on the potential contribution of ICT on teaching and learning process. ICT makes teaching and learning activities more active, and it has a contribution to increasing the students' engagement. ICT use in English language teaching makes the students tend to have a positive perception and positive attitudes towards ICT integration in the classroom (Pan & Shao, 2020).

Using ICT in the classrooms has a high potential for English language learning. It can offer an active learning process and motivate the learners. The technological equipment such as TV, Laptop, Projector, and interactive video will affect the learners' attitudes in the English language learning process. The learners can develop their language skills and give a sense of freedom and encouragement using kinds of technological equipment (Wang & Hsu, 2020).

Technological equipment, including the internet, makes the process of teaching and learning more comfortable and faster, but also to increase the students' engagement and motivation (Al Arif & Handayani, 2021; Rafiee & Naghneh, 2021). The use of ICT brings many advantages to learners. The learners may have the opportunity to search for a variety of materials. The benefits of using ICT in education, such as Social Networking Services (SNS), were social interaction (peer discussion and platform to interact between students and supervisors or lecturers) and learning motivation and experience supports (Habibi *et al.*, 2018).

The implication of ICT integration in ELT can support both teachers and learners. Technology devices have been viewed and realized as essential and useful tools, especially in English language teaching. ICT use in ELT helps the students to increase their attitudes in learning English (Idowu & Gbadebo, 2017; Sabti & Chaichan, 2014). Using ICT in the classroom may bring positive attitudes for both teachers and learners (Jiang *et al.*, 2021; Lamb & Arisandy, 2020).

Moreover, other researcher conducted to support the benefits of ICT integration in ELT often relies on introducing the learners to the new devices, software, and websites for learning and practicing the English language (Chun *et al.*, 2016; H. Zhang *et al.*, 2011). There are so many kinds of devices, software, and

websites that can be accessed by the learners to improve their English skills. The internet-based technologies allow the learners to access to the authentic materials to make them enjoy the English language learning (Shevchenko, 2018). These devices provide the learners to interact, share, and experience learning in authentic environments.

Several related studies of ICT integration for ELT have been conducted worldwide. For instance, in the U.S (Foti & Mendez, 2014; Johri *et al.*, 2014) or in Australia (Manakil & George, 2017; Vaughan, 2011), which, however, did not address in EFL context.

In the EFL context, Khodary (2017) investigating the effect of Edmodo use on developing Saudi English as a Foreign Language (EFL) students' Self-Directed Learning (SDL). This study employed a quasi-experimental design that included a one group design with $n = 45$ participants of Languages Department at a University in Saudi Arabia. The results revealed that Edmodo assists the students' SDL.

Sabti & Chaichan (2014) conducted a study related to the use of ICT on the students' attitudes and barriers. This study involves 30 Saudi Arabia students of a high school in Kuala Lumpur, Malaysia. The analysis of the study revealed gender differences in attitudes towards the use of technologies in learning English. Female students showed high and positive attitudes than males.

Other related studies were conducted to investigate ICT use in learning and using English in EFL university students (Alfarwan, 2019). This study involves 138 Saudi English and business students at a Saudi university through a survey. The findings indicated that the smartphone has the most significant potential for further exploitation concerning English, followed by the laptop and tablet.

The last related study was conducted by (Tri & Nguyen, 2014), it undertook 149 EFL students at a university in Vietnam who responded to the questionnaire survey. The findings indicated that the learners spent more time using ICT for private purposes than for English learning purposes. Specifically, 88,4% of them using ICT for general purposes, and only 12.6% of them used ICT for English learning purposes.

IV. RESEARCH DESIGN

The current study used the descriptive quantitative method to explore students' perception on ICT use for English language learning. Besides, it explored the students' activities toward the use of ICT for general purposes and English language learning purposes. This study used a convenience sample of 304 students' teacher of the English Department at a state university in Indonesia. The participants are all the students of English department at Jambi University from the first year until the fourth-year students in academic year 2021-2022. The students had formally studied English for three years at secondary school, three years at high school, and continue to study English courses as well as receive instruction through the medium of English during their undergraduate study at university.

The primary instrument to collect data in this study was a questionnaire. The questionnaire was developed based on the research questions and related literature studies (Davis, 1989; Venkatesh & Davis, 2000; Yang & Wang, 2019). The two-section of the questionnaire was designed in a close-ended format. The first section elicited background information. The second section entailed the TAM factors in using ICT for English language learning they are perceived ease of use, perceived usefulness, and attitude with 4 rating scales (strongly agree – strongly disagree).

Before the instrument was administered in the study, piloting was conducted to a representative group (25 students) who were not included in the main study to enable the researcher to identify and modify the instrument. To make sure its validity, the questionnaire was assured by its design based on previous literature studies and by expert judgment. The instrument also was translated into the Indonesian language to ensure the participants' comprehension of the questionnaire.

The data were analyzed quantitatively. The responses of participants were analyzed using basic statistical analysis. Descriptive statistics were performed in order to find out the frequencies and percentages of ICT use for English learning purposes. The result was taken into consideration to draw conclusion on students' perception towards ICT use for English language learning.

V. RESULTS AND DISCUSSION

A. Demographic Profile and ICT Devices Ownership

This figure showed the respondents' gender, it is between male and female.

Fig. 1, showed the demographic profile of respondents. Based on the total of respondents (304 respondents), it can be seen that the majority 78.3% (238 respondents) are female, and 21.7% (66 respondents) are male.

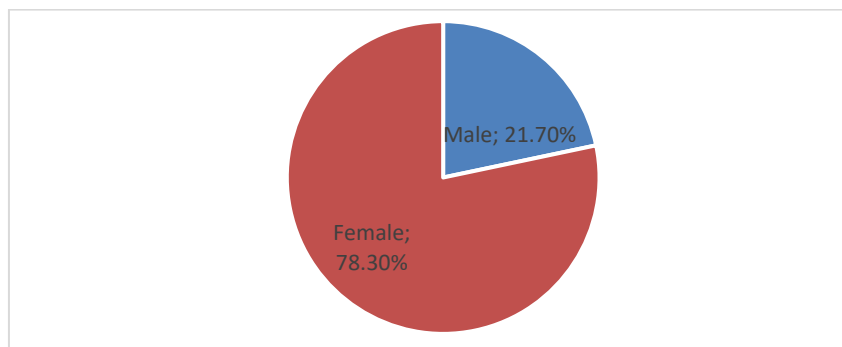


Fig. 1. Gender Profile of Respondents.

Fig. 2, displayed the ICT devices ownership whether computer and/or smartphone that owned by the respondents. It showed the overwhelming majority of respondents have ICT device 99.7% (303 respondents) and 0.30% (1 respondent) stated that he/she does not have ICT device.

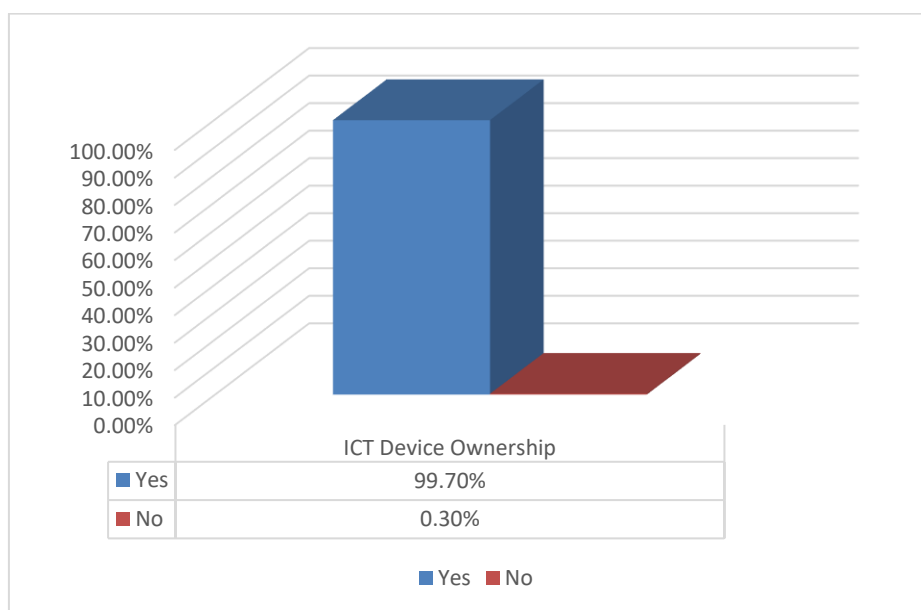


Fig.2. ICT Device Ownership.

B. Activities of ICT Use for English Learning Purposes

This table below shows the activities of ICT use for English language learning purposes by the students. There are several categories, namely email, social media, YouTube, English learning website, English learning application, games, google translation, and online dictionary.

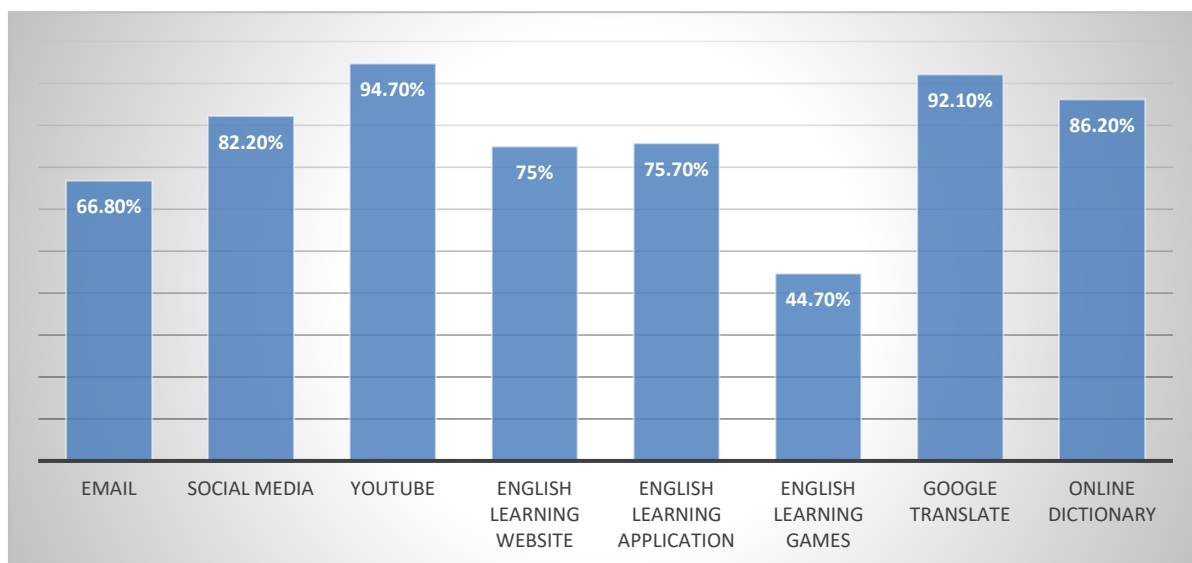


Fig. 3. Activities of ICT Use for English learning Purposes.

The first research question is the activities of students using ICT for English language learning. Figure 5 reflects that YouTube is the most frequent activity that the students use for English language learning (94.7%). Followed by Google translate and online dictionary, 92.1% and 86.2% respectively.

C. Students' Perception towards ICT Use for English Language Learning

The findings indicated the students' perception towards ICT use in English language learning. There are some several categories including the perceived ease of use, perceived usefulness, attitude, and actual use of ICT for English language learning.

TABLE II: STUDENTS' PERCEPTION OF PERCEIVED EASE OF USE

No.	Statement	Responses (%)			
		SD	D	A	SA
1	It is easy for me to use ICT for ELL	0.3 %	3 %	58.2 %	38.5 %
2	Learning English using ICT is clear and easy to understand	0.3 %	2 %	62.5 %	35.2 %
3	It is easy for me to become skilled using ICT for ELL	0.3 %	7.2 %	67.4 %	25 %
4	It is easy for me to find learning resources using ICT	0.3 %	1.3 %	48.7 %	49.7 %
5	Overall, the use of ICT in learning English is easy	0.3 %	4.6 %	56.6 %	38.5 %

Table II above showed that the majority of students (85.2%) perceived that the use of ICT makes them to learn English effectively. In terms of the use of ICT makes English learning more enjoyable, the students claimed agree to this statement (67.1%). Then, 66.8% of respondents perceived that the use of ICT makes it easy to find and get English language learning materials. In addition, more than half of respondents expressed positive responses to the following statements: the use of ICT makes understanding English learning material easier (58.1%), The use of ICT helps me to improve listening skill (57.9%), The use of ICT helps me to enhance vocabularies (53.3%), The use of ICT helps me to acquire pronunciation (50.4%).

These results confirm the findings of Alfadda & Mahdi (2021) showing that when students find the Platform is easy to use, they feel it is more beneficial. At the same time, when students believe that using the Platform would help them learn, they are more likely to utilize it in practice.

TABLE III: STUDENTS' PERCEPTION OF PERCEIVED USEFULNESS

No.	Statement	Responses (%)			
		SD	D	A	SA
1	By using ICT, I can learn English quickly	0 %	9.9 %	62.8 %	27.3 %
2	The use of ICT improves my English language skills	0 %	3.9 %	50.3 %	45.7 %
3	The use of ICT makes me learn English effectively	0.3 %	8.2 %	65.1 %	26.3 %
4	The use of ICT makes me easy to understand English learning	0 %	7.9 %	58.9 %	32.2 %
5	Overall, the use of ICT is very useful and beneficial for learning English	0 %	0 %	44.4 %	55.6 %

Table III above showed that the majority of students (85.2%) perceived that the use of ICT makes them to learn English effectively. In terms of the use of ICT makes English learning more enjoyable, the students claimed agree to this statement (67.1%). Then, 66.8% of respondents perceived that the use of ICT makes it easy to find and get English language learning materials. In addition, more than half of respondents expressed positive responses to the following statements: the use of ICT makes understanding English learning material easier (58.1%), The use of ICT helps me to improve listening skill (57.9%), The use of ICT helps me to enhance vocabularies (53.3%), The use of ICT helps me to acquire pronunciation (50.4%).

This result is in line with the findings by (Zhou *et al.*, 2022), their study reported a positive relationship between perceived ease of use and perceived usefulness, and found that perceived usefulness significantly influence students' intention to use the Platform. This indicates that usefulness of the application of an English learning platform facilitates intention to use the platform.

TABLE IV: STUDENTS' ATTITUDE

No.	Statement	Responses (%)			
		SD	D	A	SA
1	I am interested in using ICT for ELL	0 %	1.3 %	39.8 %	58.9 %
2	I love using ICT for ELL	0 %	1.6 %	39.8 %	58.6 %
3	The use of ICT is suitable for learning English	0.3 %	2.6 %	51.3 %	45.7 %
4	The use of ICT for ELL is a positive thing	0 %	1.3 %	34.2 %	64.5 %

Table IV above showed that the majority of students (85.2%) perceived that the use of ICT makes them to learn English effectively. In terms of the use of ICT makes English learning more enjoyable, the students claimed agree to this statement (67.1%). Then, 66.8% of respondents perceived that the use of ICT makes it easy to find and get English language learning materials. In addition, more than half of respondents expressed positive responses to the following statements. The use of ICT makes understanding English learning material easier (58.1%), The use of ICT helps me to improve listening skill (57.9%), The use of

ICT helps me to enhance vocabularies (53.3%), The use of ICT helps me to acquire pronunciation (50.4%).

This result is in line with the findings by Hamidi and Chavoshi (2019) indicated that the participants generally have positive attitudes towards the use of ICT. Therefore, it is important to integrate technology in learning process so that students can have a positive attitude and take advantage of using ICT for learning English. It provides a starting point for teachers who want to implement ICT to support their teaching in other aspects of language learning such as reading, writing, speaking, and listening. Furthermore, through the main variables provided by TAM, it was found that the attitude of the students would be the main factor influencing students' intention regarding the use of ICT in learning English (Tsai, 2015).

This study investigates students' perception on the use of ICT for English language learning from three different aspect namely, perceived ease of use, perceived usefulness, and attitudes. It is beneficial for teachers and instructors in integrating ICT for English language teaching in the classroom. When the students have already benefited from the use of ICT, they are more likely to have positive attitudes regarding the use of ICT and will show strong intention to utilize it.

ICT use inseparable from humans nowadays. ICT provides the necessity of information and can help in gaining and accessing information. It can also improve the quality of human life because it can be used in the field of education, health, economy, industry, and social area. In the EFL context, ICT provides learners access to resources and supports them, especially in developing English language skills for managing their learning (Kohnke, 2020; D. Zhang & Pérez-Paredes, 2019).

The use of ICT can improve students' English language skills (Ayele, 2022; Rosell-Aguilar, 2018). They also perceive that ELL can be more enjoyable when the teacher used ICT in the teaching and learning process. The students also have a positive attitude towards the use of ICT in English language learning (Al Arif *et al.*, 2022; Kessler, 2018; Namaziandost *et al.*, 2021).

Teachers are primarily responsible for ICT uptake, use, and integration in the teaching and learning process. They should provide guidance on how to use appropriate applications for the specific study course. As a result, the level of the teacher's ICT skills is likely to influence the students' adoption and use of ICT.

Teachers and/or instructors should also be aware of the detrimental consequences of uncontrolled ICT use on student performance, which can be reduced or not improved the effectiveness of ICT use for learning English. Student performance tends to improve if the university adopts complementary and innovative teaching methods which incorporate the use of ICT (Youssef *et al.*, 2022).

VI. CONCLUSION

This study explored students' perceptions of ICT use for English language learning from three perspectives: perceived ease of use, perceived usefulness, and attitudes. Based on the research questions we have proposed, EFL university students have positive attitude towards the use of ICT in learning English. They perceive that not only ease of use aspects but also the usefulness aspect was affect the use of ICT for English language learning. The students agree that the use of ICT is easy, useful, and beneficial for learning English.

We all have known that ICT integration has a significant influence on learning English, especially among EFL school and university students. In today's digital era, the existence of ICT is needed to improve English language skills by students whose first language is not English. In Indonesia, where English is studied as a foreign language, students have realized the importance of using ICT in learning English. Students tend to use ICT tools in learning English, and they show a positive attitude towards the use of ICT in learning English.

Therefore, the results of this study are beneficial for students and teachers both in schools and universities. For students, they need to equip themselves with ICT literacy, skills in using ICT, motivation and must have a positive attitude towards the use of ICT in learning English. As for teachers, they should assist students and encourage them to have positive attitudes and motivation to learn English using ICT. Teachers should also equip themselves with improving their ICT skills so that they can provide learning experiences according to the needs of students in today's digital age. Therefore, this research allows researchers to find useful implications for conducting studies in improving English learning through ICT integration.

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CONFLICT OF INTEREST

There was no conflict of interest on the side of the research team or the subjects in this study.

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