



Undergraduate EFL Learners' Perception Toward ICT Use in English Language Learning

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Abstract. Due to the integration of technology, learners have more possibilities to practice English in their own contexts than they do now. However, there is currently a limitation of study on students attitudes toward use of ICT in English language learning. The goal of this study is to look into how EFL students use ICT in their real-life situations, as well as their perceptions and expectations about it. Second and third-year English department students (207 students studying some courses with ICT integration) at a state university in Indonesia were invited to reply to the questionnaire. The members invested more energy involving ICT for individual goals than for English review, as indicated by the information. Most of them communicated excitement for the use of ICT in the study hall.

Keywords: ICT · English Language Learning

1 Introduction

For the beyond couple of years, the approach of data and correspondence innovations (ICTs) had possible outcomes on English language guidance. ICTs furnish students with various potential outcomes to rehearse English and drench themselves in valid language settings [1]. For instance, they can use Skype Chat to convey [2], or interpersonal interaction locales like Facebook or Twitter to work on composing [3]. Besides, the use of ICTs expands students' inspiration because of mixed media angles like visual guides, sounds, and recordings [4].

In addition, ICT plays a significant role in assisting students in accessing English reading materials from their original sources. Understudies can get to articles from overall distributions by essentially sitting before a PC associated with the web organization. ICT helps the instructing and growing experience by permitting admittance to a more prominent scope of wellsprings of data and distributions. Understudies are urged to involve ICT in schooling to get to and gain from these apparatuses at their own speed, encouraging student independence [5].

ICTs have been utilized by a colossal number of instructive organizations of numerous nations all through world [9] due to the advantages they give to English language students, for example, inspiration increment [6], students' freedom [7], and mastering of English abilities [8]. These advantages aid in the advancement of English language acquisition. In the Indonesian setting, the Ministry of Education has placed a strong emphasis

on educational reform through by adoption of ICT which has applied applications in all education levels, recognizing the value ICTs.

Quite possibly of the most profoundly discussed point in the realm of English educating and learning is the utilization of ICT in the instructing and learning of English as an unknown dialect [10]. A few ICT studies have been done to look at in the event that involving ICT in English learning works on educators' educational cycles and works with understudies' ways of learning. [11] conducted research on how ICT affects English language learners' perceptions. They show that EFL students are enthusiastic about using ICT to learn English. Different examinations [12] found that by integrating ICT into understudies' understanding exercises, there were critical advantages to involving ICT in showing understanding cognizance, including: the unmistakable expansion in jargon improvement and the utilization of online word reference. It was also discovered that ICT increases students' enthusiasm for reading comprehension sessions, facilitating their learning process and promoting meaningful learning. Furthermore, various elements have been identified as influencing the integration of ICT in university-level at English education. Organizational variables and attitudes toward technology may also influence teachers' use of ICT in the classroom when teaching English [13].

Despite the fact that universities in Indonesia have invested heavily in technology in their classrooms, appropriate attention has not been paid to students' ICT use and perceptions of using ICT in learning English. By gaining a thorough grasp of how students interact with and perceive ICT in the classroom can assist "shine light on how to best assess their instructional uses" [14]. Accordingly, the momentum research plans to close this hole by embraced an exploratory examination on the utilization of ICT in English Language Learning among Indonesian EFL college understudies.

More specifically, the research aims to: 1) investigate the frequency of ICT use among EFL students at Universitas Negeri Padang's English Department, 2) explain the purposes of general and the education in using of ICT among EFL students at English Department at Universitas Negeri Padang, and 3) analyze of understudies' discernments and assumptions for involving ICT in English language learning at English Department in Universitas Negeri Padang.

2 Literature Review

"Types of innovation used for making, introducing, putting away, controlling, and sharing data" [15] is the means by which the expression "ICT" is characterized. This definition appears broad; the purpose of this study is refer to the usage of ICT to computer-based technologies such as desktop, laptop, tablet, smartphone, and software, as well as internet-based technology such as email, website, and social network sites in teaching and learning English [16].

In English realizing, there are a scope of ICT applications. [17] isolates ICT applications into three classifications: "educational association of learning" (programming and innovation that purposes while learning in class), "course the board" (course the executives frameworks: Moodle and PC based testing frameworks: Hot Potatoes), "correspondence" (email and sites with correspondence purposes).

Following are technology domains identified by the New Medium Consortium [18] as having the potential to contribution in education. First is Extended Learning, and

it involve using modern communication tools or social media like Facebook, Twitter, blogs, wikis, and instant messaging to augment traditional teaching and learning. To put it another way, learning and teaching process are no longer in classroom only. It was strengthened outside of the class through social media students which students able to participate and communicate that “enables collaborative conversation, exchange of ideas, and critical thinking” [3]. Second point is Ubiquitous Wireless, which is concerned “the quick entrance of remote organizations” [19], permitting understudies to be more adaptable in their learning using innovation.

The advantages of ICT in language acquisition have been well documented in the literature. An online language assistance system, according to [20], aids in the promotion of learnt autonomy by motivating students’ independent learning activity. The fact that ICTs can assist with makes motivation another issue. Mixed media innovation, which incorporates visual guides, sound, video, clasps, liveliness, and different components, energizes understudies and “stands out for them and improves their excitement in learning” [21].

Besides, students can get to an immense assortment of genuine data through the Internet, making English learning more pleasurable [22]. Thus, integrating on the web assets into both inside and beyond the homeroom exercises can assist understudies with working on their tuning in, talking, perusing, and composing abilities. “YouTube can possibly interface students with genuine English contribution through what is reasonable currently a piece of their regular experience and give a setting through which they might cooperate, trade thoughts, examine contemplations, and partake in an electronic climate,” as per [23].

[24] investigated the views of EFL Turkish students on use multimedia and Internet technologies for languages instruction. Students found message boards to be useful for communication, and they thought teacher’s communication through computer was ineffective than communicating by ICT-integrated classroom. In any case the issues the understudies confronted, they are happy with ICT application in their understanding courses and framed an acceptable conduct in web-based courses, as per last [25] research which dissect understudies’ mentalities toward involving ICT in perusing course in Turkey. At National University of Defense Technology, [26] did a comparison of ICT and traditional instruction (NUDT). Second-year non-English majors discovered that using ICT improved their English learning and helped them overcome issues like dyslexia.

[27] undertook a case study to look into the perspectives of EFL university students on their ICT-based College English course (CEC). The findings revealed that they had a favorable opinion of the ICT application employed in CEC. ICT was well incorporated throughout the program, resulting in a conducive setting for self-directed learning. [27] did an exploratory inquiry study to evaluate the frequency, purposes, and perceptions of using ICT for non-learning and English learning purposes among Vietnamese EFL university students. They also discovered that the majority of respondents had favorable sentiments toward use of ICT in learning English. Use of ICT in language instruction could help students enhance their listening, speaking, reading, and writing skills, as well as their grammar and vocabulary.

Moreover, [19] investigated the frequency of ICT use for general and English reasons, as well as their perceptions of ICT applications in English learning, among 591 college

students. According to the findings, the majority of the students' time is spent using computer, PDA, electronic music device, camcorder, digital camera, and browsing the internet for fun. They spent less than an hour per week on ICT activities to improve their English skills. [28] conducted a survey of 4,374 Americans' students perceptions and benefits they got during use ICTs in learning activities. Data found students had spend a significant amount time to communicate and enjoy entertainment activities before moving on to study activities such as emails check (99.5%), fun internet surfing (97.2%), and activities in the classroom (96.4%). In terms of student choice while using ICTs in the classroom, result showed student are prefer use ICT in class. When we discuss about positive benefits of ICTs learnt, 12.7% of students said they improve their learning achievement as a result of using it.

Likewise in China, a review [29] investigated Chinese non-English understudies disposition toward ICTs as a media in learning English and variable which drove demeanor, for example, full of feeling, mental, and conduct parts, and found member perceive benefits ICT in learning English, "saw ICT credits, for example, "the benefit, similarity, straightforwardness, and recognizability," as well as "social impression of ICTs, for example, "the benefit, similarity, effortlessness, [30] likewise investigated the perspectives of understudies in Science and Education University in the Czech Republic when it came to ICT. In contrast to the past examinations, in any case, this one took a gander at three factors to decide student mentalities; particle understudies in the Czech Republic. In spite of last examinations, this review had broke down students' conduct concerning three factors, orientation, grade, and home. Male college, second-year understudies, and understudies from city had higher positive sentiments toward ICT use than different classes, as indicated by the discoveries. As displayed in research [31] of Swedish educators and understudies mentalities on involving ICT in English's homeroom, understudies have more great perspectives toward ICT than educators, then they anxious to work PCs effectively in the class. Ultimately, subsequent to executing an exploratory ICT project in the homeroom, [32] inspected Spanish EFL students' perspectives toward the utilization of innovation. The understudies were totally mindful of the advantages of ICT in their English language learning, yet they additionally expressed that they had negligible openness to present day innovation for language learning.

Despite the many benefits of ICT-based teaching over traditional teaching methods, there are still some issues with using ICT in English teaching and learning situations [33, 34]. For example, lack of technical supported in usage of ICT might caused pupils struggle in learning languages, leading in learning's anxious and cognitive's disorientation. That circumstances lead the negatives' attitudes regarding usage of ICT in the classroom. In addition, [35] discovered that some EFL learners struggled with electronic communication in a web-based English learning environment due to their slow typing speed and insufficient English ability. Furthermore, thorough empirical evaluations of the usefulness of ICT applications to enhance language acquisition are lacking [36]. [27] also mentioned that a [28] survey indicated that only 12.7% of pupils said that ICTs helped them learn better. Furthermore, participants in Rabah's [37] study identified the following barriers to ICT integration in Quebec schools: unsupportive school leaders, inconsistent investment in ICT tools, infrastructures and resources, additional professional development needed and supported. [38] further emphasized that there were many

new ICT initiatives and ICT-based teacher education programs require more study to determine their effectiveness. Furthermore, [39] claimed that in China, the contents, learning methods, tactics, and assessments of courses are often set by the 58 individual universities, and course quality are frequently questioned by educational experts since low quality of integration technology. In addition, [40] discovered that insufficient ICT skills and pedagogics' experiences were barriers in using ICT during English language's learning. Most of teachers were enthusiastic in using ICT on English instruction and national reformation said their excitement is dwindling due to a lack of support and training.

3 Methodology

At the English Department of Universitas Negeri Padang, a review was led to accumulate information on understudies' impression of involving ICT in learning English. It is a quantitative report with mathematical portrayal in light of a study of five classes (2 classes of ICT in ELT, 2 classes of Critical Reading, and 1 class of Grammar 3). [41] describes quantitative research as "research in which numerical data is collected and analyzed using statistics to understand a phenomenon." The writer employed questionnaires to obtain the data since they measure the features of the population sample with statistical precision. The review included a comfort tests of 207 English significant understudies of five classes at Universitas Negeri Padang's English Department. Second- and third-year understudies in the ICT in English Language Teaching, Critical Reading, and Grammar 3 courses made up the subjects as a whole. The survey is comprised of 46 shut finished questions. With eight options and elements in a close-ended structure, the questions elicited background information, time consumption, and overall goals of ICT in learning English. Then replies of the participants were evaluated using descriptive statistics in Microsoft Excel, which included the computation and analysis of frequencies and percentages.

4 Findings and Discussions

More than half of those polled said they worked between six and fifteen hour each weeks, with 44% working six up to ten hour, and 22% working between eleven to fifteen hours. It's worth mentioning if each topic spent time each week using ICT for general purposes. The questionnaire included a question on how the learners utilized ICT for non-learning purposes. Table 1 reveals that the learners' two most common activities were viewing YouTube videos and checking and writing emails. More than half of the respondents said they used ICT to read news online, download or listen to music online, use chat applications, and check Facebook. Using Google Maps, playing mobile phone games, shopping on the internet, and playing computer games, on the other hand, were the four most popular activities.

The second of research questions inquired time students in utilizing technologies in learning English, with majority of them spending less than ten hours a week doing so. As seen in Table 2, just a small percentage of them reported spending more than 10 h on ICT usage for English.

Table 1. ICT Use for Non-learning Purposes

Activity	Response Rate	
	Frequency	Percentage
Checking and composing emails	178	86%
Checking Facebook	163	79%
Reading news on the internet	176	85%
Using chat applications with friends	172	83%
Downloading or listening to online music	173	84%
Watching Youtube	182	88%
Using google map	83	40%
Playing games on mobile phones	90	43%
Shopping on the internet	67	32%
Playing computer games	64	31%

Table 2. Weekly hours of ICT use for English Language Learning

Weekly Hours on General ICT	Response Rate	
	Frequency	Percentage
Below 1 h	12	6%
1–2 h	45	22%
3–5 h	47	23%
6–10 h	59	29%
11–15 h	15	7%
16–20 h	13	6%
Total	207	100%

What sticks out in Table 3 for the aim of English language learning is commonly use in searching English materials, following by use online dictionary. The pupils' next two most common ICT activities were using Google translation and practicing listening skills. Most of participants used ICT to improve their language skills, such as reading, writing, and speaking. Furthermore, it was found that more than half of the students participated. They do not spend much time to discuss their tasks or assignments through

Table 3. ICT Use for English Language Learning

Activity	Response Rate	
	Frequency	Percentage
Using online dictionaries	173	84%
Listening practice	130	63%
Searching for online English materials	185	89%
Using google translation	155	75%
Speaking practice	84	41%
Writing practice	90	43%
Reading practice	132	64%
Using web-based flashcards to learn vocabulary	52	25%

email with peers and professors, then join a forum to share their experience in learning English.

In general, as shown in Table 4, the vast majority of students believed that using ICTs aided in their English language acquisition. In specific, the majority of them agree that using ICT helps them read better. Besides, in spite of the way that the greater part of them concurred that ICT further develops composing and talking abilities, most of them were dubious that ICT would work on these two abilities. However, when asked how they could improve their listening skills, more than half of the students agreed, making it by far the most widely acknowledged talent of the four. The students reported tremendous pride in their mastery of grammar and vocabulary development. The learners gave enthusiastic reactions regarding the importance of ICT in the former and more students for the latter. Furthermore, the majority of them stated that using technology made English learning more enjoyable, therefore motivating them. A high proportion of students agreed that using ICT allowed them to access more up-to-date English materials and that it was an effective way for teachers and students communicated. It's also mentioned that there was no evidence of student disagreement about the benefits of ICT use.

Table 5 indicated that most students hope that the frequent application of ICT in English teaching and learning activities can help them improve their English skills and create fun learning. In addition, they want English teachers to provide up-to-date online learning materials when teaching in class. An intriguing finding is the vast majority of them need to have an educator who can show them how to find and utilize web based learning media. Some previous findings showed some findings regarding the lack of students' ability in information literacy knowledge [42, 43]. When asked about online English discussions with friends, most of them showed interest while some were skeptical about it. A large portion of them likewise trust that email can be utilized as a medium to speak with their educators for guidance after class.

Table 4. Learners' Perception of ICT Use in English Language Learning

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The use of ICT helps me study English more effectively	1%	0%	4%	55%	37%
The use of ICT helps me improve my reading skills	1%	0%	12%	64%	20%
The use of ICT helps me improve my writing skills	1%	0%	30%	51%	14%
The use of ICT helps me improve my speaking skills	1%	2%	22%	52%	17%
The use of ICT helps me improve my listening skills	2%	0%	20%	54%	24%
The use of ICT helps me master my grammar competence	1%	0%	36%	46%	27%
The use of ICT enables me to acquire vocabulary better	2%	1%	15%	59%	20%
English learning can be more fun with ICT application	2%	0%	10%	46%	37%
The use of ICT (e.g. the Internet) lets me gain access to more update English materials	2%	1%	13%	47%	37%
The use of ICT is a good way instructors and students to communicate	2%	1%	18%	57%	20%

Table 5. Learners' Expectations of ICT Use in English Language Learning

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I hope ICT is used more frequently to help me improve my English language skills.	2%	0%	5%	55%	36%
I would like English teachers to use update materials on the internet for teaching.	1%	0%	16%	47%	34%
I need English teachers to teach me how to search for and use online learning resource.	1%	1%	22%	43%	29%
I hope ICT is used more frequently to make English learning more fun.	2%	0%	5%	45%	43%
I hope to communicate with English teachers for advice via emails after class.	2%	1%	31%	44%	17%
I hope to join an online forum to discuss English learning with friends.	2%	1%	29%	45%	19%
I don't want English teachers use many ICT applications to teaching.	19%	45%	21%	14%	3%
I would like to study English without ICT.	31%	48%	11%	5%	2%
I hope ICT will enable me to study English more efficiently.	6%	8%	13%	44%	26%

5 Conclusion

In this review, it was viewed that as the majority of the understudies invested more energy involving ICT for general purposes than learning dialects. Likewise, they have likewise shown an uplifting perspective towards the advantages of innovation in learning English and trust that ICT will be utilized all the more frequently in the educating and educational experience. The consequences of this study have brought a few educational ramifications as follows:

- The understudies in this study involved more changed innovations in non-learning exercises; subsequently, with a profound comprehension of these exercises “might have the option to decide the bearing of their schooling”.
- The students are supposed educators to teach them how to find and involve learning on the web assets in Internet. This could be made sense of that the understudies absence of data in education. From now on, there ought to be data proficiency in looking through abilities to give understudies detail directions in utilizing on the web assets and boost their English.
- As it is referred to that innovation ventures, for example, PCs and web access are generally accessible nearby, yet understudies don't take benefits of advances to learn dialects. In this manner, understudies ought to be given preparation to work on their insight in getting to innovation and data to successfully learn English.
- In line with these findings, teachers should also be given training in knowledge of technology and information so they can put their best effort in improving English language learning.

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