# Indonesian University Students' Attitudes and Aspirations towards ICT in EFL Learning

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**Abstract:** The Information and Communication Technology (ICT) has been widely used in learning a language and it seems to influence learners' attitude on learning a language. Therefore, this study is intended to reveal Indonesian University students' attitudes on the use of ICT in EFL learning. The data were collected from 152 second-year students on English Education Program who contributed in an online-survey and 4 of them were involved in a semi-structured interview. To obtain the objective, a mixed-methods research design was applied. The result indicated that Indonesian university students have a high positive attitude towards the application of ICT in their EFL learning. The 69.29% of the participants believed that the use of ICT is beneficial for their learning objectives and 66.40% of the total participants agreed the use of audio-visual tools in their education development. Furthermore, more than 50% of the respondents use technological tools to improve their receptive abilities and less than 30% of them apply technological tools to increase their productive abilities.

**Keywords:** ICT, EFL learning, attitude, aspirations

## INTRODUCTION

There is a considerable body of research, highlighting the usefulness of Information and Communication Technology (ICT) in English language instruction. For example, in Malaysia, a study by Ali et al (2015) reported that there is a significant increase on the language learners' pronunciation skill when using multimedia presentations. Correspondingly, a study by Kurniawan and Tanone (2015) revealed that mobile learning promotes grammar and lexical acquisition on Indonesian EFL learners.

Concerning the implementation of ICT in EFL learning, it is essential to learn about learners' attitudes on the application of ICT in their language learning. Kara (2009) claimed that learners' attitudes influence the learning process. This means that positive attitude tends to result into positive impact, vice versa. As an example, Lockley and Hayashi (2013) report that Japanese university students have a high positive attitude towards the use of ICT in their English learning. In another study, Malaysian students show a moderately positive attitude when using ICT for computer-assisted language learning (CALL) (Afshari et al, 2013).

Although there is a considerable amount of study about the students' attitudes towards ICT, there appears to be little, if any, research conducted in Indonesia context. As such, this

research attempts to investigate Indonesian university students' attitude towards the use of ICT in their EFL learning. Correspondingly, this study aims to explore the use of ICT in their learning process. Therefore, the research questions are formulated as follows:

1. What are Indonesian university students' attitudes towards using ICT in EFL learning?
2. How do the students use ICT in their EFL learning?

## LITERATURE REVIEW

### The Use of ICT for Improving Motivation in Language Learning

As many researches showed the usage of ICT in several situations for refining learners' English abilities (Keengwe & Hussein, 2012; Alsied & Pathan 2013; Yunus *et al*, 2013), English teachers appear to comprehend the offered benefits from ICT. An exploration by Ashraf *et al.* (2014) described online games, as one of ICT type, effectively impact and increase learners' enthusiasm in their learning development. Similarly, computers appear to increase and boost learners' motivation. In Turkey, Celik and Aytin (2014) discovered equivalent outcome in their study, which is students sense motivated while using a computer or the internet–since they are capable to use computers as well as the internet to talk with English native speakers.

However, there is a different finding related to students' motivation while the usage of ICT by Kim *et al* (2014). They found learners be pleased about their access to video or audio resources as part of multimedia content. Moreover, the learners felt motivated when using ICT in the classroom since they had perception ICT would give positive impact to their academic development. Those findings appear fascinating since it reveals the learners' ICT usage is not only because for their self-performance reason, but because they believe ICT has prospective to improve their academic grades.

Furthermore, Awada and Ghaith (2014) assess an online lesson namely WebQuest in English writing lesson to Lebanese students. They discovered the lesson in particular successfully lowered learners' anxiety since the English skill is relatively challenging for EFL learners. It seems ICT has a suggestive benefit to decrease learners' nervousness in their English learning. On the same hand, ICT seems effectually decreasing learners' apprehension when it used and they engage in attractive as well as enjoyable activities. Hani (2014) reveals the application of ICT offers a tremendous benefit to draw learners' interest and improve their enthusiasm as well as their commitment to their English learning activities. Hence, the learners' willingness for language learning can be stimulated and their apprehension can be reduced (*ibid.*). Then, this advantage is well known as 'affective tool' (Li, 2017).

### The Use of ICT for Flexibility and Independent

The EFL learners can learn English outside the classroom because ICT stimulates what is known as independent learning (Chik, 2014). Therefore, the students may possibly prefer to learn English not only in their classroom, but they could have additional session to learn it outside school. Furthermore, online English assessments or several applications could be accessed using ICT by the students and they obtain advice for their learning progress and encourage their independent learning (*ibid.*). Supporting previous finding, ICT suggests

'learner autonomy' because it can be retrieved outside as well as inside classroom (Alsied and Pathan, 2013). In proportion to Alsied and Pathan (2013), the students, who study English more outside the school, noticeably improve their English proficiency (Rabah, 2015).

Furthermore, the use of ICT application appears to have additional advantages for EFL. For example, the application of 'PowerPoint' from Microsoft Office has features to attach photographs or pictures (Alkash and Al-dersi, 2013). As a result, it generates pleasurable, appealing, communicative and stress-free learning development (Fauzi, et al. 2022). Likewise, Shen and Yuan (2014) discovered learners' tediousness can be reduced when the learning activities are enjoyable as well as attractive. Accordingly, the students can increase their English skills since they can obtain ideal feedback into their learning development. In addition, ICT has a feature to assist students for learning English more outside the school and communicate with their peers (Li, 2017). Thereby, it can be a channel for students to flexibly cooperate with others. (*ibid*).

**The Use of Technology: Enhancing the Language Learning Process**

ICT has a vital function to increase students' English capabilities (Golonka *et al*, 2014; Cheng *et al*, 2015; Hammond & Gamlo, 2015; Jayanthi & Kumar, 2016, *inter alia*). Nevertheless, the different techniques of ICT usage for English learnings appear to have advantage diversities. Multimedia contents, for instance, such as videos, graphics, or sounds can be used for supporting students' lexical learning and acquisition (Seghayer, 2001; Wang & Yeh, 2003).

One of technological tools appears to be implemented widely for assisting EFL learning which is computers. Diana and Ciornei (2013) stated proposing the use of computer along with available software as well as programs can offer effortless access for learners in order to understand rapidly. As a result, learners and educators can operate computer applications not only inside classroom but also outside the school. In line with Alkash and Al-dersi (2013), PowerPoint, one of computer applications, is frequently used by EFL educators to teach grammar, lexical, and phrases structures in China.

Correspondingly, computers seem to have huge software varieties and appear as medium access to internet, which are effectually in EFL learning. Lan (2013) examined a computer application explicitly 'Mywordtools' for vocabulary learning. She discovered the program effectively supports EFL learners to obtain more lexical acquisition. Furthermore, educators and students can use the program as one of vital strategies for English vocabulary learning. Then, since computers can be used to browse internet, educators and students can surf on the internet so as to find genuine websites. Therefore, they can employ them based on their education process settings (Motteram, 2013).

Beside computers, there are other technological tools, using to assist English learning, which are smartphones and tablets. Those ICT contribute to independent learning since it has similar function like computers such as internet access, chat communication or image-sharing feature (Golonka *et al*, 2014). On the same hand, one of the mobile phones application namely 3D talking head is proven beneficial to increase learners' English pronunciation (Ali *et al*, 2015). They noticed the use of smartphone applications provide significant benefits and increase EFL learners' engagement and their self-reliance.

Respectively, Wang and Chen (2015) examined another ICT tool, as part of tablet type, explicitly known as 'IPad' In Taiwan. This technological tool has a lot of English learning applications that can be downloaded by learners and support learners' English lexical acquisition (*ibid*) and independent learning. Then, in the same country, Hung and Young (2015) studied another type of tablet, known as E-reader, for supporting English academic writing. These writers consider the tool can be used to support academic writing learning since it can generate collaborative writing setting for EFL students.

In addition, as part of computer, tablet, or smartphone applications, games appear to assist EFL learning. There is a software game known as *'3wish'* can support learners about English grammar as well as sentence forms (Mawer, 2013). Correspondingly, another game namely *'Energy City'* can encourage learners in English lexical acquisition and proposed to increase lexical transferability (Franciosi, 2017). Equally, those technological tools previously have access to social media through internet access and seem to strengthen EFL learning as well. Buga *et al* (2013) researched '*Facebook*', as one of famous social media, in EFL education. They revealed the learners' writing skill as well as their learning motivation increased especially who never submit the tasks when the teachers used Facebook to share the assignments to the learners.

ICT appears to be advantageous equipment for tutors and students because it increases the efficiency of EFL learning based on their pivotal function from literature review in this section previously.

**Students' Attitude towards ICT in English Learning**

Beside the learning method varieties, there is another essential aspect that should be considered in the EFL learning, which is known as 'attitude'. In his research, Teo (2007) revealed the aspect is one of the fundamental elements to ensure the use of technological tools successful in the learning process. Because of that, the tutors or teachers, who want to apply technology in their teaching process and obtain the advantages from the tools, do not overlooked this factor. There are various studies discover learners commonly have ascertain responses and show positive attitude to the integration of ICT in their EFL learning inside or outside classroom.

For instance, in 1992, Aşkar *et al* underlines EFL learners' positive attitude when using computers in their EFL studying. This result concluded since their attitude influence by learners' view that using computers is 'better' than conventional learning process (*ibid*.). Moreover, the writers noticed learners' positive attitude has an impact on their attention and personal evaluation enhancement through their studying development.

Lately, in Japan, EFL learners, who are at university level, appear to show substantially positive attitude towards the application of technological tools (Lockley & Hayashi, 2013). They prefer to learn EFL using multimedia software for example video or music in the classroom. Furthermore, the learners predominantly appeared to appreciate tasks, which request them to do internet browsing. Based on the researchers, the factor is because of the Japanese students background, namely '*Digital Natives*'.

In line with the study previously, a '*Digital Native*' means individuals who familiar with technological tools and were born in the global internet age (Prensky, 2001). It appears

the '*Digital Native*' starts to apply technological tools in their daily life since their young period. As a result, it is essential to understand Lockley and Hayashi's (2013) research participants seemed previously be well-known with the use of technological tools and assimilate it into their studying process and constructed their positive attitude toward ICT as well. Interestingly, Afshari *et al* (2013) discovered a difference finding related to students' attitude in Malaysia. These writers found the students expressed modest positive attitude in the use of technological tools. In their study, there were several aspects that seem to affect learners' attitude toward ICT. Firstly, it is namely as ICT's perceived 'usefulness', which means learners' perceptive about technology assistant in their learning process. Secondly, it is known as ICT's perceived 'ease of use', which is related to the ease of using technology.

Mutually, those highlights appear to have direct relationship with the level as well as nature of students' attitude. This implies that, technological tools seem to decrease learners' positive attitude when the tools are challenging to apply in the studying process. As explained previously in Aşkar *et al*'s study (2017), it appears sensible to conclude that, learners' view regarding the prospective influence of the integration of ICT in their studying process intensely shapes students' inclusive attitude about ICT.

Moreover, EFL students, who in Iran, expressed a positive attitude towards the use of mobile phones in their learning (Azar & Nasiri, 2014). They realized the study participants seems to have belief the tool presents inventive method to study English. This finding in line with the research findings explained previously about two factors which determining students' overall attitude toward ICT in Afshari *et al* research (*op. cit.*). In addition, The Iranian learners affirm mobile phones are certainly advantageous since the tool provide easy access and portability (Azar & Nasiri, *op. cit.*).

Correspondingly, Baz (2016) postulates parallel findings related to the Lockley & Hayashi study *(op. cit.*). He realized EFL learners, in Turkey, showed highly positive attitudes to the use of technological tools in their learning process. The reason behind these results, might be several influences, which are: a) convenience; b) efficiency, and c) learner engagement improvement. In the same vein to Aşkar *et al*'s study previously, the students' belief about ICT factor seemingly shapes their positive attitude toward ICT. On the different hand, Baz's (*op. cit*) research underlines certain difficulties applying ICT, for example learners become lazy; creating financial challenges for providing the ICT in the school.

According to the discussion of various findings and research about learners' attitude regarding the use of ICT in English language learning, it appears predominantly EFL students' express positive attitude for the application of technological tools in their foreign language studying. Moreover, based on the review of the correlated studies, ICT widely applies in many EFL settings with purpose to increase English language learning qualities. The tools provide some benefits to assists EFL student learning. Furthermore, the students' attitude apparently has a vital role as one of the reasons to integrate ICT in the learning process as well as education system such as in the school or classroom.

## METHOD

### Research Design

As this study is intended to find information on Indonesian university students' attitude towards the use of ICT in their EFL learning, it seems relevant to apply interpretivist paradigm that allows the researcher to examine and understand social phenomenon in certain contexts, such as students' learning development (Troudi, 2014). Furthermore, to provide comprehensive, equalized, and valuable research data, a mixed-methods is applied (Johnson *et al*, 2007:129). Added to this, 'explanatory sequential study' is used to support the findings and gain more comprehensible data (Bryman, 2016).

### Participants

The total respondents were 152 students, consisting of 104 females (68.42%) and 48 males (31.58%). They were second-year students on English education program at a university in Indonesia and aged around 18-19 old. By referring to the 'Common European Framework of Reference for Languages' (CEFR), their English proficiency skills ranged from intermediate to upper intermediate levels.

In this study, a convenience sampling was used as it allows the researchers to select the participants who have time availability and willingness to take a part in the study (Dörnyei & Taguchi, 2010:61). The participants were contacted and informed about the research activities. Then, they were asked to participate in an online questionnaire and interview.

### Instruments and Data Analysis

There were two types of instrument used in this study. The quantitative data were collected by using the *Survey Monkey* platform. The questionnaire had 15 items that was classified into 4 parts: the participants' background information; the technological tools in English language learning, and the usage of ICT in EFL learning.

The items were all adapted and modified from previous studies. Item number 4 to 10 that is related to technological tools in English learning referred to Lockley and Hayashi's study (2013). Items number 11 and 12 about using ICT in EFL learning were also taken from the same study. However, some options were omitted as the result of the pilot study indicated that they seem to have similar ideas for the respondents. As an example, the item '*watching Youtube*' was the same as '*watching English video*'. The decision to use Lockley and Hayashi's questionnaire in the present study is because the questionnaire was successful in gathering information on the use of ICT for EFL learning at Japanese university.

For number 15, the questionnaire item pool was the *Likert* Scale, that is frequently used for measuring people's attitudes (Oppenheim, 1992:195). Following this in the item, there were 19 statements attained from a technology attitude scale (Yavuz, 2005). The reliability coefficient of the questionnaire was 0.8668. As the Cronbach's Alpha is above 0.7, the questionnaire was considered reliable to use (Dörnyei, 2003). Furthermore, the scale was translated into *Bahasa Indonesia* to avoid any misunderstanding.

Meanwhile, to collect qualitative data, the researcher asked 10 questions that were classified into 4 parts. The interviewees were firstly asked about their background information. In the second and third part, they were asked about their attitude and experience of using ICT

in EFL and each part consisted of 2 and 4 questions respectively. In the last part, there were 3 questions to know their opinion about using ICT in EFL. The interview was conducted in a semi-structured format as it allows interviewees to be flexible in answering questions (Grix, 2004).

To analyze the data, the online questionnaire was extracted from the *Survey Monkey* and scrutinized by using descriptive statistics to see the frequency and percentage of the data. The result was then reported in form of a diagram and table. Meanwhile, the interview was transcribed and analyzed using thematic analysis method to "avoid forcing answers to fit predetermined categories and allow[ing] for the data to create [their] own organic meanings" (Lockley & Hayashi, 2013:5). Each response from the four participants was coded and categorized into certain themes. The themes were then compared each other to find any differences or similarities and to create new general time.

## RESULTS

**Indonesian University Students' Attitudes towards Using ICT in EFL Learning**

The item number 13 about students' attitude towards ICT was filled by 125 out of 152 respondents. The study participants had right to skip the items since there is a research ethical guideline. The result is depicted as follows:

Table 1 Students' attitudes towards ICT

| Items | n | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | f | % | f | % |
| Item 1 | 127 | 4 | 3.15 | 15 | 11.81 | 20 | 15.75 | 66 | 51.97 | 22 | 17.32 |
| Item 2 | 125 | 2 | 1.60 | 10 | 8 | 30 | 24 | 70 | 56 | 13 | 10.40 |
| Item 3 | 125 | 1 | 0.80 | 5 | 4 | 21 | 16.80 | 59 | 47.20 | 39 | 31.20 |
| Item 4 | 126 | 3 | 2.38 | 24 | 19.05 | 31 | 24.60 | 42 | 33.33 | 26 | 20.63 |
| Item 5 | 126 | 0 | 0 | 13 | 10.32 | 43 | 34.13 | 61 | 48.41 | 9 | 7.14 |
| Item 6 | 125 | 30 | 24 | 75 | 60 | 15 | 12 | 5 | 4 | 0 | 0 |
| Item 7 | 125 | 32 | 25.60 | 82 | 65.60 | 9 | 7.20 | 2 | 1.60 | 0 | 0 |
| Item 8 | 125 | 36 | 28.80 | 80 | 64 | 6 | 4.80 | 2 | 1.60 | 1 | 0.80 |
| Item 9 | 125 | 45 | 36 | 60 | 48 | 17 | 13.60 | 3 | 2.40 | 0 | 0 |
| Item 10 | 125 | 40 | 32 | 71 | 56.80 | 13 | 10.40 | 1 | 0.80 | 0 | 0 |
| Item 11 | 126 | 31 | 24.60 | 80 | 63.49 | 13 | 10.32 | 2 | 1.59 | 0 | 0 |
| Item 12 | 125 | 30 | 24 | 71 | 56.80 | 21 | 16.80 | 2 | 1.60 | 1 | 0.80 |
| Item 13 | 124 | 8 | 6.45 | 42 | 33.87 | 41 | 33.06 | 28 | 22.58 | 5 | 4.03 |
| Item 14 | 125 | 8 | 6.40 | 42 | 33.60 | 58 | 46.40 | 17 | 13.60 | 0 | 0 |

| Items | n | Strongly Agree | | Agree | | Unsure | | Disagree | | Strongly Disagree | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | f | % | f | % |
| Item 15 | 124 | 8 | 6.45 | 44 | 35.48 | 53 | 42.74 | 14.52 | 18 | 1 | 0.81 |
| Item 16 | 125 | 23 | 18.40 | 85 | 68 | 12 | 9.60 | 5 | 4 | 0 | 0 |
| Item 17 | 125 | 40 | 32 | 74 | 59.20 | 7 | 5.60 | 4 | 3.20 | 0 | 0 |
| Item 18 | 125 | 5 | 4 | 48 | 38.40 | 54 | 43.20 | 13.60 | 17 | 1 | 0.80 |
| Item 19 | 125 | 16 | 12.80 | 64 | 51.20 | 33 | 26.40 | 11 | 8.80 | 1 | 0.80 |

Based on the table 1, the finding implies that the participants admit the function of technological tools in learning process. **Item number 1** presents 69.29 % of the participants believed that the use of ICT is beneficial for their learning objectives. In accordance to item 1, there is 66.40% of total participants, which was 83 respondents, agreed the use of audio-visual tools in their education development stated in **item 2**. Intriguingly, the percentage of research participants who unsure whether the use of internet is such a useless or advantageous activity was considerably greater than the students who endorsed the beneficial usage, which are 24% and 9.60% respectively. Moreover, 4.80% research participants viewed the use of internet in their learning process is a useless activity.

Furthermore, 92.8% of the participants favoured ICT might support their foreign language learning as well as self-correction process. In line with that, 91.2% of the total population preferred videotapes provide them with learning suggestion. Likewise, around 85 % of the participants believe in item 9, which is students should be provided with basic learning about computer and digital literacy. Additionally, 88.09% participants considered productive learning can be delivered by technological tools and assist their learning **(item 11)**. In addition, there is less than 11 % of the students were not sure toward the impact of ICT in their studying activities.

Remarkably, 88.8 % of the respondents decided the use of technological tools is effective to understand further challenging topics **(item 12)**. Instead, less than 3% of them opposed this item option.
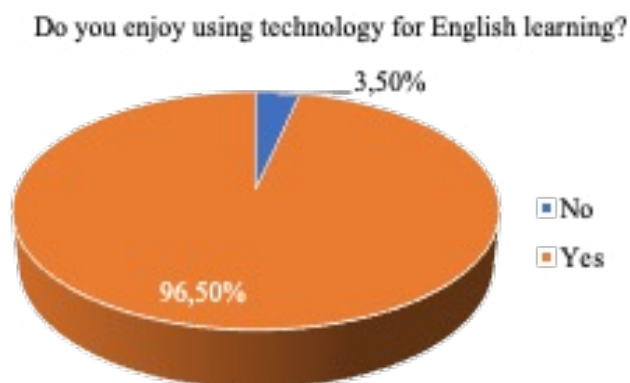


Figure 1. The percentage of students who enjoy using technology

Equally, 84 % of the students believed the self-evaluation could be received from the use of recordings in the learning. Then, the figure 1 illustrates the comparison of respondents who enthusiastically delight in using ICT and the students who were unenthusiastic with it where the difference is almost 94% and students, who supporting the use, were the majority. This result reveals the Indonesian university undergraduates are highly approving the use of ICT in their EFL learning.

Based on the interview process, the respondents are in line with the use of technological tools to support their studying activities

> Respondent B. says, *"in my opinion, technology is needed for studying [....] and I see this as a good thing"*. Likewise, respondent A. asserts, *"I think, it is a creative way because we are not only studying from books"*. Those quantitative and qualitative data show that the learners appear to form a positive attitude towards the use of technological tools.

> Respondents' intentions to maintain ICT usage in English studying can be perceived based on the interview data:

> One of the participants tend to consider that ICT offers practicality as well as mobility; as Respondent D. asserts, *"outside [the] classroom [...] we could learn even though it is not lesson hours and [is] more practical"*.

> Another participant states efficiency can be afforded by the use of technological tools in their studying activities; respondent A. states, *"that thing is not only saving time but saving money as well"*. This respondent also asserts the learning time is increased by the use of ICT since the students can learn EFL both inside or outside the school. As respondent B also underlines, *"technology is really helpful when I am doing my assignment, I can learn anytime I want or anywhere"*

**Students' Use of ICT in Their EFL Learning**

This section discusses Indonesian university students' activities when applying ICT in their EFL learning process. The questionnaire items were filled by 134 respondents and indicate their frequent actions in order to improve their English capabilities. In addition, the data is not only demonstrating their activities inside classroom, but outside the classroom too.

Table 2 Kinds of Activities Using Technology Outside the Classroom

| Activities | f | n. |
|---|---|---|
| Listening to English music | 74.63 % | 100 |
| Watching English videos | 59.70 % | 80 |
| Reading English articles, stories, or news. | 56.72 % | 76 |
| Internet searches to find information | 50.75 % | 68 |
| Using online games (for educational purposes) | 31.34 % | 42 |
| Internet chat/video (communicating with friends using English or to native speakers) | 30.60 % | 41 |

| Activities | f | n. |
|---|---|---|
| Learning English pronunciation | 29.85 % | 40 |
| Using Educational applications on mobile phones | 21.64 % | 29 |
| Writing practice (using blogs, social media, or Word) | 20.15 % | 27 |
| Taking an online English test | 17.91 % | 24 |
| Using computer software for learning English | 17.16 % | 23 |
| Taking an online English course | 8.96 % | 12 |
| Other | 2.99 % | 4 |
| Adaptive learning environments (computer gives feedback on work done) | 2.24 % | 3 |
| Using Podcasts | 1.49 % | 2 |

Table 2 presents the percentage of learners' activities when using technological tools for EFL learning outside of the classroom. In a nutshell, more than 50% of the respondents use technological tools to improve their receptive abilities (Listening and Reading), on the other hand, less than 30% of them apply technological tools to increase their productive abilities (Speaking and Writing). Moreover, almost 60% of the participants operate the tools for information access purpose. Interestingly, the difference percentage of learners who take online test and use computer software for EFL learning is comparatively small which is 0.75%.

In line to the findings previously, about 91.04% respondents did not take online EFL class and this circumstance was mirrored in the almost 99% of respondents who did not utilize podcast for their studying. Likewise, since the students have more activities in improving their receptive skills, above 50% respondents operated ICT to browse information on the internet, viewing English audio-visual, and increase reading comprehension by exploring English literature. In addition, about 25% of respondents did not apply ICT for listening to English music.

Table 3 Kinds of Activities Using Technology Inside the Classroom

| Activities | f | n. |
|---|---|---|
| Internet searches to find information | 53.73 % | 72 |
| Reading English articles, stories, or news. | 47. 01 % | 63 |
| Watching English videos | 46.27 % | 62 |
| Listening to English music | 35.82 % | 48 |
| Learn English pronunciation | 35.07 % | 47 |
| Writing practice (using blogs, social media, or Word) | 27.61% | 37 |
| Using Educational applications on mobile phones | 23.13 % | 31 |
| Taking an online English test | 19.40 % | 26 |

| Activities | f | n. |
|---|---|---|
| Taking an online English course | 11.94 % | 16 |
| Internet chat/video (communicating with friends using English or to native speakers) | 10.45 % | 14 |
| Using computer software for learning English | 10.45 % | 14 |
| Using online games (for educational purposes) | 7.46 % | 10 |
| Adaptive learning environments (computer gives feedback on work done) | 3.73 % | 5 |
| Other | 2.99 % | 4 |
| Using Podcasts | 2.24 % | 3 |

Table 3 depicts respondents' activities category while apply technological tools in their EFL learning in the classroom. Similar with the finding from Table 2, the learners apply the tool more to improve their receptive abilities than their productive capabilities, where less than 44% for the receptive skills and less than 36% for the other skills. Then, almost 51 % of the participants chose to watch English audio-visuals, improve reading capability, and information browsing while use the internet.

Interestingly, the proportion of participants who chose to use ICT for EFL learning through online course dramatically increase to about 3%. Nevertheless, the application of education online games in the classroom was lower than the use outside the school, which was almost 24%. Equivalently, the feature of video call and online chat was around 20% which was considerably less in the classroom than outside the classroom.

Moreover, the interview finding exposed the respondents' practice in term of apply technological tools for supporting their English studying development. The whole respondents agreed to operate ICT for information gathering about EFL such as the literatures or course. For instance, respondent A. asserts, *"with technological tools and internet, I can find sites which contain English recordings"*.

Another instance, respondent C. underlines, *"also, for writing skill, I see various texts from [the] internet and can learn about the characteristic[s], or [the] form of good texts"*.

Also, respondent D. says:

*"Usually, the simplest thing which [is] often done by EFL learners, [is that] they frequently use online or offline dictionary[ies] that [can] be accessed in mobile phone. I [am]often [to] use it as well"*

Similarly, the respondents appear to apply technological tools to increase their implementation or understanding:

*"So, my strategy is [that] I access some sites, which provide listening material. Then, I learn from the material that [is} available from the site"* (Respondent A.)

*"If for example, there is a writing online contest, I usually use my computer to hone my skills in essay writing"* (Student B.)

*"With the availability of e-book nowadays, when I have free time, I can read e-books"* (Respondent C.)

*"Recently, I really like to watch make-up tutorial[s] and cooking demo videos, which are in English. This activity will improve my vocabulary because while I am studying, I can do my hobbies as well"* (Respondent D.)

Attractively, two of the respondents apply ICT to increase their enthusiasm to study English. As respondent C asserts,

*"I am a person who more like[s] to read on electronic tools, because if I read a book, I do not know why, I feel bored, and I become lazy to read, so with the appearance of technology, it is really helpful".*

In the same vein, student D underlines,

*"with [the] visual technology, students are more interested"*

## DISCUSSION

The students' high positive attitude on the use of ICT for learning English is in accord with other studies (i.e. Aşkar *et al*, 1992; Lockley & Hayashi, 2013; Baz, 2016). However, the students' high positive attitude seems to contradict the Malaysian attitude toward ICT in their English learning as they showed a moderate positive attitude (Afshari *et al*, 2013). The contrasting finding possibly happens because English is a foreign language in Indonesia, meanwhile in Malaysia, English is a second language.

Moreover, in Indonesia, the use of ICT encourages students to become independent and autonomous in learning (Alsied & Pathan, 2013; Yulitriana, 2021). As claimed by Chik (2014), EFL learners can willingly apply ICT for English learning outside the class. This is pertinent to the current study because English as foreign language is mostly learnt in the classroom with limited exposure outside the classroom meanwhile, the learners who learn English as second language, have more chances to use English in their daily (Götz, 2015). Therefore, the ICT can be used by EFL learners to encourage their autonomy outside the classroom (Alsied & Pathan, 2013), which may lead to the positive attitude towards it.

Correspondingly, the students state that the ICT is easy to apply in their learning. Perhaps, getting information turns out to be quicker for them. This associates with Azar & Nasiri's (2014) discoveries, which determines students' excitement for utilizing ICT. Quick access of information is the main reason for their use of ICT, according to their participants.

A study by Li (2017) reveals that ICT is applied for authentic input by the students. Although her study is about ICT usage in a teaching context, it remains consistent with current study and Motteram's (2013) findings, which report that teachers and students in the Czech Republic use ICT as a language resource. Therefore, this strategy can be considered as the main activity for Indonesian University students when learning English using ICT.

Similarly, ICT is used as 'affective tool' (Li, 2017) to reduce anxiety and increase learning motivation. The present study is also consistent with Kim *et al* (2014) research

where video and audio are important for promoting students' motivation. This is based on the quantitative data that shows how students apply audiovisual media such as *watching English videos* when doing activities using ICT. This finding is in line with other findings that found ICT decrease students' anxiety during learning (Ashraf *et al*., 2014; Celik & Aytin, 2014; Awada & Ghaith, 2014; Hani, 2014).

Moreover, the ICT is mainly used to enhance students' performance and skill in English. The skills involve receptive, productive, and vocabulary acquisition. The results of this present study associates with Li' s research (2017) on the advantages of ICT usage.

According to the findings, there are four ways used by the students to practice their English. The first way is 'conscious noticing' where the students are responsive and aware of to the target language to improve their linguistic knowledge (Li, 2017). The 'conscious noticing' upon EFL learners who use social media for writing is useful for their skills improvement (Buga *et al*, 2013). In accord with this way, the 'modification technique' as a part of 'conscious noticing' strategy is mostly used by the Indonesian students (Li, 2017). They use dictionary to understand the meaning (*ibid*.). Consistently, the qualitative data also shows that most students seem to refer to this technique when learning English.

Furthermore, Li (2017) identified that students tend to use ICT for 'interaction'. She explains that, *"interaction between people can benefit L2 learning because it provides opportunities for negotiating meaning, participation, and collaboration" (ibid.)* As it is evidenced *by* Mohamad *et al's* (2015), Indonesian students appear to prove that interaction is necessary for their pronunciation development. In agreement with Mohamad *et al's* (2015) findings, 3D visual talking animation can increase pupils' pronunciation development.

Furthermore, it is interesting that the participants of this study use ICT to develop their productive skills as previously outlined. In other words, the learners are able to make a plan when using technological tool for learning the target language (Li, 2017). It is supported by the finding of Awada & Ghaith (2014) that show variety of texts and resources accessed from ICT help EFL learners enhance their ability n wri5

In the same way, ICT seems to influence students' motivation (Li, 2017). Students appear to use ICT to improve their motivation in learning English in or outside the classroom and this finding is in accordance with other studies (e.g. Duarte, 2007; Ashraf *et all*, 2014; Celik & Aytin, 2014). An enjoyable and interesting learning can itself contribute to promote students' motivation (Shen and Yuan, 2014) and as it is evidenced in the current study, the students showed a positive attitude when using ICT rather than without using it.

As ICT is used to improve motivation by the Indonesian university students, their anxiety may reduce as well. As Hani (2014) claims, the EFL learners' excitement of language learning can be evidenced during the learning process and he urges that a high level of excitement indicates a lower level of anxiety. This is resulting to the optimal input and learning achievement (Shen & Yuan, 2014).

## CONCLUSION

The results indicate that Indonesian university students are likely to show a high positive attitude towards the use of ICT in learning English. This due to the practicality and

convenience offered by ICT. The ICT makes available of authentic online resources and it is used by the students for enhancing their knowledge and English ability. ICT is still widely used by the students in their EFL learning, despite the potential technical problems. In the same vein, the students appear to use computers as preference to assist their learning. More recent and advanced technological tools, such as smart phones are predominant among these learners.

Regarding the findings, there are several implications that can be drawn. The policy makers at the university should facilitate EFL teachers with the ICT training as Indonesian university students showed a high positive attitude towards the use of ICT. The latter would then therefore be able to keep up with all types of ICT and capable of integrating these effectively. In regard to teaching pedagogy, ICT should be more widely used in the class to support the language learning. By so doing, the learning process will be more effective for the learners as it improves their experience and learning time. Equally, the ICT can be used to integrate electronic English teaching material.

Additionally, ICT can be considered to be a solution to overcome anxiety issue in learning a language. Based on the data, ICT is used by the students to enhance their learning motivation. As discussed previously, a high motivation can lead to a lower level of anxiety. Equally, since audio visual multimedia and internet are the most preferred ICT facilities by the students, universities in Indonesia should consider installing high-quality ICT equipment in the classroom. In addition, because mobile phones are regularly used by Indonesian university students, they should be recognized as a regular learning medium.

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