

Efl students' perspectives on the usefulness of ict-based learning

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Abstract - Teaching and learning activities have been associated with the use of Information and Communication Technology (ICT). In the context of English language learning, ICT is a resource and tool for supporting students in their learning process. With the use of different English learning activities, ICT offers students a range of sources to obtain authentic content and improve their language abilities. This research aims to analyze the students' perspectives on the use of ICT-based learning in their learning activities. This study used quantitative descriptive study. The sample of this research was 31 students of the 8th semester students' English department University of Mataram academic year 2021/2022. The data were collected by using an online questionnaire, an interview, and documentation. They analyzed using SPSS, then Spearman's Rho test applied to determine how closely the two variables are related. The result indicated that the students have a positive perspective on the use of ICT-based learning contributed to their learning process. Overall data of mean score 3.95 (SD 0.563) on the students' perspectives on implementing ICT-based learning show a positive impact. The findings are also revealed that there is a significant correlation between the two variables and a positive correlation coefficient (0.665). Thus, it can be concluded that the better ICT quality improves, the better the quality of students' English learning.

Keywords: information and communication technology (ICT); students' perspectives; technology acceptance model

I. INTRODUCTION

Over the years, education has played a significant role in the growth of knowledge through the teaching and learning process. Due to the need for effective methods and tactics to increase the quality of education, the teaching and learning process becomes more systematic throughout time, and technology improves the efficiency of the learning opportunity. Nowadays, teaching and learning activities have often been associated with the use of Information and Communication Technology (ICT). The ICT has emerged as a resource and tool for supporting students in their learning process in the context of studying the English language (Kavitharaj, 2017; Kilickaya, 2018; as mentioned in Isnani, 2019; cf. Susanto et al, 2022). With the use of different English learning activities, ICT offers students a range of sources to obtain authentic content and improve their language abilities. Such resources and activities are now easily accessible because of the advancement of internet technology, which has been widely encouraged (Yusra, 2019).

According to Tri and Nguyen (2014, as cited in Hafifah, 2020; Kurniawati, 2021), EFL students had to be prepared with digital literacy skills in this modern era of teaching and learning. The competence of the students to use digital technology, communication tools, and/or networks to access, integrate, manage, assess, and produce information to participate in society may be practiced. One of the examples is to help students improve their English-learning skills by communicating with people from all around the world using some reliable resources from the internet. To help students learn, especially EFL students in higher education, ICT in English language learning provides several benefits.

Moreover, ICT-based learning is a tool to assist students and provide information that can improve students' learning experiences in the context of English language learning for EFL students (Ammanni & Aparanjani, 2016; Fatimah & Santiana, 2017; Haswani, 2014, as cited in Isnani, 2019; cf. Wajdi et al, 2021; Susanto et al, 2022; Kandasamy, 2013; Azis, 2021). The role of ICT-based learning in English language activities opens up new opportunities for promoting a modern way to learn. Additionally, the effectiveness of ICT-based learning may increase students' English language proficiency. Due to various apps and websites on the internet, students may study English whenever and wherever they want. Thus, it can be said that ICT-based learning is important to the student's comprehension of the English language.

Furthermore, due to the COVID-19 pandemic, most nations have applied strict social distancing and a lockdown strategy. Many countries adapt to new situations in many areas including education. The learning activities are maintained remotely using ICT-based learning to manage the restriction in the education area. The learning activities using ICT-based learning were still uncommon until the Covid-19 outbreak hit Indonesia, many people—including educators, students, and parents, were taken by surprise when schools and universities were forced to implement it. According to Coman (2020, as cited in Dwilestari, 2021), technological problems seem to be one of the challenges in online learning, followed by the lack of technical skills of the individuals. The application of ICT-based learning in Indonesia is very challenging due to many factors including the low culture of independent learning that leads to the perspective that the absence of direct contact between lecturers and students is less attractive.

Students who participated in distant learning experienced low learning motivation and more challenging interactions with lecturers and fellow students (Amir et al., 2020; as cited in Dwilestari, 2021). Zamzam, et al (2021) claim that with the advancement of ICT in society, everyone has the opportunity to create and deliver convenient learning materials for a range of uses, including students. Therefore, it is very important to keep track of the progress of ICT-based learning that has taken place so far to see if English learning helps students achieve their goals in learning.

Computers/laptops, smartphones, and networks are some types of ICT-based learning that are necessary to facilitate students learning activities. However, according to the researcher's early observations of some lecturers and students in the English Department, not all of them have willing to use it. Some students who live in rural areas admit to having difficulties due to poor internet connections and not being used to the implementation of ICT-based learning. Some lecturers that do not understand technology will find it difficult to provide explanations and information, therefore they will simply assign or give homework to their students. This makes it difficult for students to absorb information, then increases their stress due to the various tasks that must be done. In addition, the lack of understanding of new technical aspects of ICT-based learning, which may result from unclear instructions is another obstacle that they must face.

English language learning that was originally based on face-to-face in the classroom should be replaced through online learning with the help of ICT-based learning. The impact of the Covid-19 pandemic on the education area requires lecturers and students to be able to adapt quickly to existing changes. Therefore, it is very important to keep track of the progress of ICT-based learning that has taken place so far to see if English learning helps students achieve their goals in learning. Based on Armstrong (2011, as cited in Miranti, 2021; Suciatty Ramdhani (2018).) states that learning activities and technology implementations are most often seen from student perspectives because they have first-hand experience.

Therefore, this research aims to analyze the students' perspectives on the use of ICT-based learning in their learning activities. The issue focuses on the perspectives and ICT-based learning practices of the students and investigates their practical use of ICT-based learning in their English language learning process. In this research, Technology Acceptance Model (TAM) is used to measure the perspectives of EFL students on the usefulness of ICT-based learning based on their experiences in implementing the accessibility of English language learning materials in their learning activities.

II. METHOD

The quantitative descriptive technique was used for this study. This study aims to find out more about students' perspectives on the usefulness of ICT-based learning experiences by integrating English language learning resources into their learning activities. This study included 31 students from the 8th semester in the English department University of Mataram academic year 2021/2022. Quantitative research is used to investigate the correlations among variables. The descriptive study, in this case, attempts to provide a percentage analysis of how the use of ICT-based learning impacts their English learning activities. The data were gathered using an online questionnaire, an interview, and documentation. The Technology Acceptance Model (TAM), developed by Davis (1985) and improved for use in ELT classroom activities by Wiyaka (2018), was the instrument used in this study to examine the perspectives of EFL students on ICT-based learning. The Statistical Package for Social Science (SPSS) was used to further examine the data. To determine how closely two variables are related, Spearman's Rho test will be applied. Then, describe how the use of ICT-based learning supports their English learning activities.

II. RESULTS AND DISCUSSION

The data were obtained from 31 students' online questionnaire answers and interviews in the 8th semester in the English department. The online questionnaire consists of 17 items, divided into four factors. The type of interview used in this research is a semi-structured interview that included an in-depth interview. After collecting the data, the researcher analyzed the students' perspectives on the usefulness of ICT-based learning in their English learning activities. Most participants responded positively to the ICT-based learning, according to the overall data of mean scores and standard deviation for each item provided in Table 1 below.

Table 1 Means and Standard Deviations of Each Item of the Questionnaire

	Item	Mean	Std. Dev.	N
Perceived Ease of Use				
1	I feel that using ICT based learning would be easy for me	3.9032	0.87005	31
2	I feel that it would be easy to become skillful at using ICT based learning	3.7097	0.73908	31
3	I would find ICT based learning to be flexible to interact with	3.9032	0.65089	31
4	Learning to operate ICT based learning would be easy for me	3.8065	0.70329	31
5	It would be easy for me to get ICT based learning to do what I want to do	3.9677	0.87498	31
6	I feel that my ability to determine ICT based learning ease of use is limited by my lack of experience	3.4839	0.81121	31
Usefulness				
7	Using ICT based learning in my English Language Teaching course would enable me to accomplish tasks more quickly	3.9355	0.92864	31
8	Using ICT based learning would improve my English Language Teaching course performance	3.9355	0.81386	31
9	Using ICT based learning in my English Language Teaching course would increase my productivity	3.8387	0.86011	31
10	Using ICT based learning would enhance my effectiveness in the English Language Teaching course	4.0645	0.77182	31

11	Using ICT based learning would make it easier to do my English Language Teaching course	4.0645	0.72735	31
12	I would find ICT based learning useful in my English Language Teaching course	4.0968	0.65089	31
Attitude toward Usage				
13	I believe it is a good idea to use an ICT based learning in the English Language Teaching course	4.0323	0.83602	31
14	I like the idea of using ICT based learning in the English Language Teaching course	4.1290	0.84624	31
15	Using ICT based learning in an English Language Teaching course is a positive idea	4.1935	0.87252	31
Behavioral Intention to Use				
16	I plan to use an ICT based learning in the future	4.0000	0.81650	31
17	If I have access to ICT based learning, I intend to use it	4.1613	0.89803	31
	Overall	3.9545	0.56313	31

According to the total mean score and standard deviation indicated in table 1, the findings showed that the overall mean score on the perspectives of ICT-based learning utilized in the student's English language learning activities was 3.95 (SD = 0.563). The result shows that the perspectives on the usefulness of ICT-based learning by the students were positive. The majority of students agreed on how easy it was to use ICT-based learning. Even though some students thought it was difficult to integrate ICT-based learning, the majority of students still consider doing so and intend to use it in the future.

After calculating the students' perspectives shown in their responses, the data were further analyzed. The correlations between ICT and learning English shown in Table 2 below. The information shows that ICT use in their learning process is received positively. Despite certain implementation challenges, students are generally optimistic about their capacity to successfully integrate ICT into their learning process.

Table 2 Correlations between ICT and Learning English

		ICT		Learning English	
Spearman's rho	ICT	Correlation Coefficient	1.000	0.665**	
		Sig. (2-tailed)	.	0.000	
		N	31	31	
	Learning English	Correlation Coefficient	0.665**	1.000	
		Sig. (2-tailed)	0.000	.	
		N	31	31	

** . Correlation is significant at the 0.01 level (2-tailed)

The table above shows that there is a strong correlation between using ICT and learning English, with a correlation coefficient of 0.665**. An asterisk (**) shows a significant connection with a significance level of 0.01. Since the relationship between the two variables is linear and the correlation coefficient in the data above is positive (0.665), thus it can be interpreted that as ICT quality improves, so does the quality of their learning English. It is known the significance of Sig. (2-tailed) of 0.000, since the value of Sig. (2-tailed) 0.000 is smaller than 0.05, indicating that there is a significant (mean) correlation between the ICT variable and learning English.

Overall, the students' perspectives of the ICT in their learning process have a significant positive relationship. Since the relationship between the two variables is linear and the correlation coefficient in the data is positive (0.665). This is in line with Sarwono's (2009; as cited in Suciatty Ramdhani, 2018) interpretation of correlation strength, their correlation was categorized as strong. It indicates that at a significantly high response, the correlation is found to be positive at a strong level of strength.

The other way to collect the data was through interviews. The data showed that the students are familiar with ICT, although it can be challenging in some ways. They also thought that ICT can help them in improving the effectiveness and productivity of their learning process. Understanding the students' perspectives will make it easier to gather the information because their perspectives affect their willingness to use the technology. Perspective is the point of view individuals use to manage and interpret their process experiences to give meaning to their surroundings (Robbins, 2015). In addition, the students are aware that they need to be able to use digital technology to discover and create knowledge that has personal significance for them.

The four different categories are adapted from the Technology Acceptance Model (TAM) invented by Davis (1985) with some improvements for classroom activities in ELT according to Wiyaka (2018), and the following figures will be used to show the data.

Perceived Ease of Use

The users' perspectives on how easy to use the target system are measured by Perceived Ease of Use (PEOU) (Davis, 1985). This study focuses on how much students believe that studying through ICT only requires a small amount of effort in terms of work and thinking. It suggests that the usage of ICT-based learning should simplify the learning process. The following figure displays the students' responses.

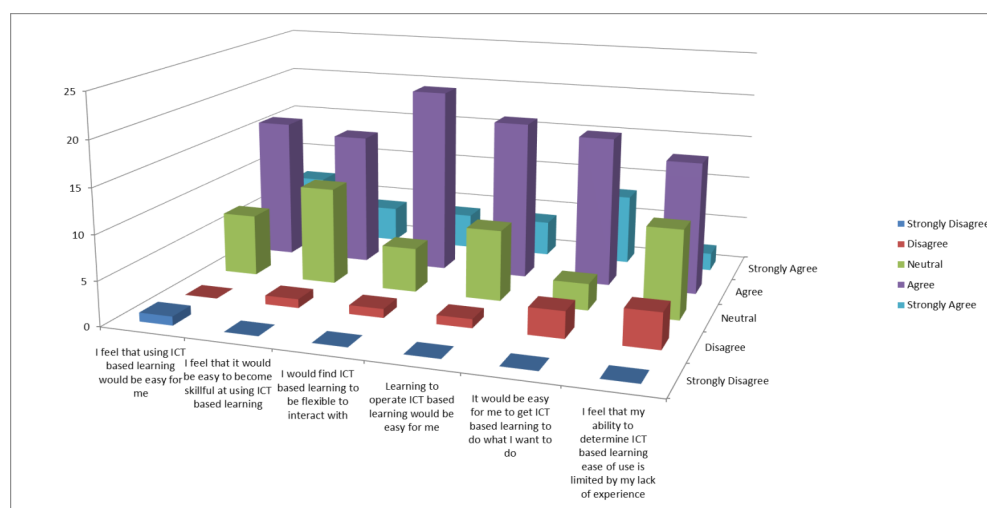


Figure 1 Perceived Ease of Use (PEOU)

We can conclude from the figure above that ICT-based learning appears simple for students to apply. In all, nearly every student gets that the learning

materials were simple to use. The technology applied in the learning process is easy to operate. It is understandable considering the students typically avoid any sort of changeling equipment. Any application that requires no effort is preferred. From the figure above, overall, the students agreed (54.84%) and strongly agreed (15.59%) that ICT-based learning is easy to use. Only 5.38% of students thought that ICT-based learning is difficult to apply. This is in line with Davis (1985) who expects the prospective target system to be effortless for technology users. In addition, the findings on the idea of ICT integration under MOEC Regulation No. 45 of 2015 reveal that ICT-based learning has influenced how certain users prepare the lesson materials. This is because some users have easy access to a variety of sources through the usage of the internet and websites. Further, the students believe that the application of ICT-based learning supports their learning activities

Perceived Usefulness

Perceived Usefulness (PU) is the subjective probability that users will use a specific application system by enhancing their performance (Davis, 1985). Perceived usefulness (PU) in this study refers to how much ELT students believe that ICT-based learning will improve their effectiveness. The following figure describes the students' perceived usefulness.

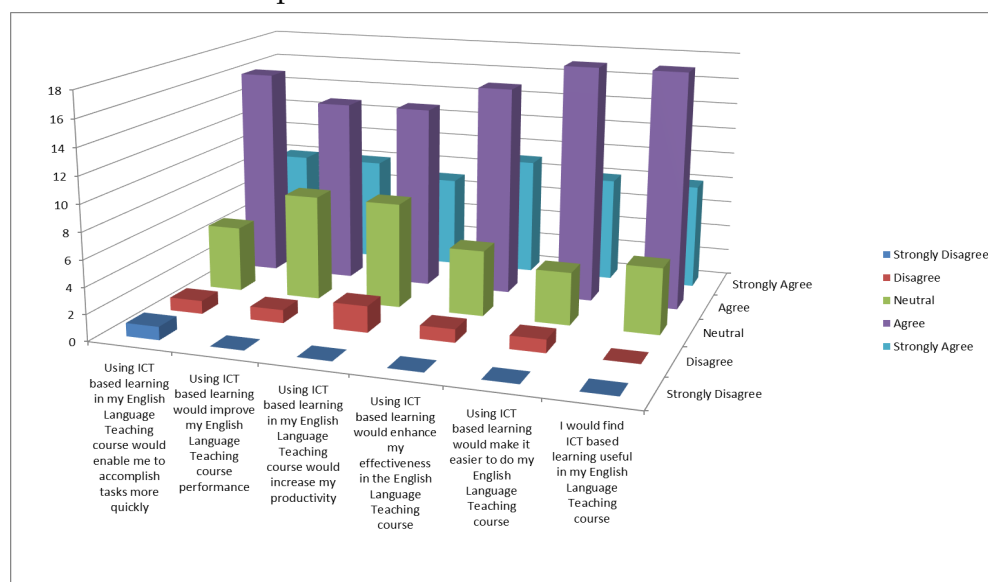


Figure 2 Perceived Usefulness (PU)

We can conclude from the above statistic that implementing ICT-based learning in the English Language Teaching activities can be beneficial to improving students' performance in their learning process. Nearly all the students agreed (51.6 %) and strongly agreed (25.81%) that applying ICT-based learning in their learning activities becomes useful for their performance from the entire items of students' perceived usefulness. This is in line with Icek Ajzen & Fishbein (2000; as cited in Basri & Paramma, 2019) when a user thinks there is a chance of high-perceived usefulness, an application is highly recognized as being beneficial.

Perceived usefulness in this context refers to how much a student thinks using ICT-based learning would improve their learning performance. The figure clearly shows that almost all the students thought ICT-based learning helped them achieve their English Language Teaching course. Only 3.23% of students believed that ICT-based learning was not helpful to support the learning process out of six things that were shown to measure students' perceived usefulness.

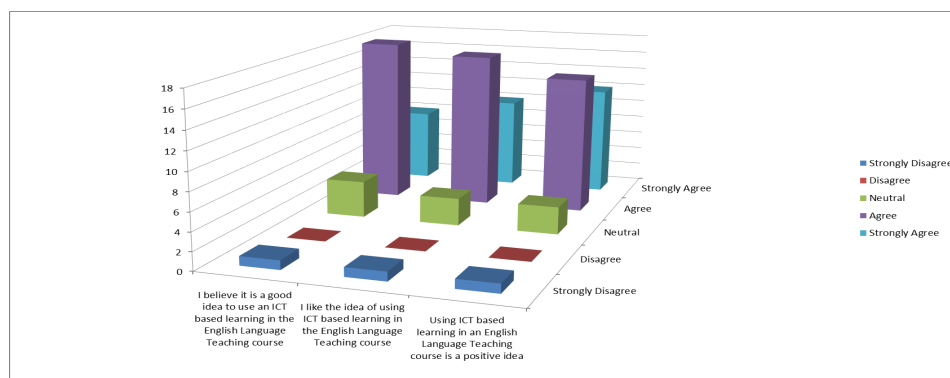


Figure 3 Attitude Towards Usage (ATU)

Attitude towards Usage

By participating in a particular action, Attitudes Towards Usage (ATU) express the user's evaluative feelings (positive or negative) (Ajzen & Fishbein, 2000). The intention to apply a certain program or learning tool will be discovered by ATU. The student's attitude towards ICT-based learning can be seen in the following figure (Figure 4).

We can conclude from the statistics that it is a good idea to implement ICT-based learning into their English learning activities. According to the comprehensive data on students' attitudes toward the use of ICT-based learning in the English language learning process, most students agreed (53.76%) and strongly agreed (32.26%) that learning English using ICT-based learning is a good concept, while only 3.23% disagree. This is in line with Wiyaka (2018; as cited in Basri & Paramma, 2019) the users' attitude on how the program is presented for the learning experience follows the suitability of the user's expectations. This attitude has been found in the data findings which influence future behavior and serve as an intentional catalyst for a certain action.

Behavioral Intention to Use

Behavioral Intention to Use (BIU) is defined as the actual use of a given program and therefore determines technology acceptance. The BIU is similar to a drive to apply alternatively, use the program. The following figure represents the students' intention to use ICT-based learning.

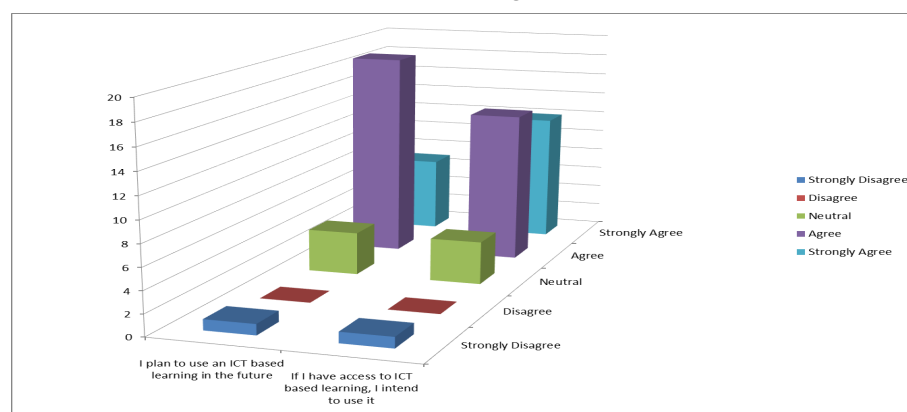


Figure 4 Behavioral Intention to Use (BIU)

According to the Figure, we can infer that ICT-based learning can be a feasible application to be recommended in supporting the learning classroom process in the future. From the comprehensive data on users' behavioral intention to use the program, almost all students agreed to plan to use ICT-based learning (53.2%) and strongly agreed (30.65%), and only 3.23% of students do not have an idea about the plan to use ICT-based learning in the future. This is in line with Davis (1985), that a user's perspectives on the usefulness and ease of use brought impact the user's intention to use (BIU) to the system. It has been identified that there are factors that guide future intentions. One's attitude towards the program will ultimately lead to a particular behavior. According to the model, the attitude towards the system affects a user's intention.

However, it can be seen that the student's perspectives on the usefulness of ICT-based learning can improve their effectiveness in their English language learning process. Even though some students found some challenges, it's interesting to note that the idea of ICT integration encourages them to become more self-actualized and confident in their ability to use ICT in their learning activities.

IV. CONCLUSION

There is a significant positive relationship between students' perspectives and ICT-based learning in ELT classrooms. According to the results, the English Language Teaching course had an overall mean score of 3.95 (SD = 0.563) on the students' perspectives on implementing ICT-based learning. This demonstrates that students have a positive point of view on the use of ICT-based learning in ELT classes contributed to their learning process. The majority of students continue to think about integrating ICT-based learning even though some of them find it challenging, however, the students want to use it in the future.

There is a significant positive relationship between the usefulness of ICT-based learning contributed to the learning activities in ELT classrooms. Since there is a

linear relationship between the two variables and a positive correlation coefficient (0.665) in the data above, it can be concluded that as ICT quality improves, so does the quality of students' English learning. Since the result of Sig. (2-tailed) 0.000 is less than 0.05, it is known that Sig. (2-tailed) 0.000 indicates a significant (mean) correlation between the ICT variable and learning English.

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