

## EFL LEARNERS' ATTITUDES ON THE USE OF ICT-BASED LEARNING AS EFFORTS IN IMPROVING ENGLISH LANGUAGE ACHIEVEMENT

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Article Info	Abstract
<b>Article History</b> Received: April 2024 Revised: May 2024 Published: July 2024	<i>Information and Communication Technologies (ICT) hold substantial promise for enhancing language acquisition. Integrating ICT into educational settings presents novel avenues for tailored learning experiences. This study seeks to investigate English as a Foreign Language (EFL) learners' perceptions regarding the efficacy of ICT-driven learning methods in bolstering English proficiency. Data were gathered via a comprehensive literature review. Employing qualitative study, researchers conducted a thorough examination of learners' perspectives and attitudes within classroom contexts. Analysis of these attitudes illuminated shifts in learners' perceptions and facilitated the identification of potential pedagogical enhancements. Findings underscored the transformative impact of ICT on learner attitudes, particularly within classroom dynamics. Moreover, the research demonstrated notable advancements in students' English language competencies. However, it emphasizes the importance of vigilant monitoring and instruction by educators to ensure responsible ICT utilization.</i>
<b>Keywords</b> Attitudes; Online learning; Language achievement; Learning methods;	
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### INTRODUCTION

Technology in education is currently experiencing significant developments. Online learning has become an integral part of the modern education system (Akhmedova, 2023). Technology utilization is very important in the field of education, particularly when it comes to language learning. Technology is a major factor in the acquisition of digital skills necessary for a society that is becoming more interconnected (Livingstone et al., 2023). By using technology, students can acquire skills such as language, culture, and collaborative work that are relevant for the future world of work. Mobile learning makes students have the ability to access the course content flexibility, because the easily available internet makes mobile learning completely flexible to deliver and access information of knowledge (Sulaeman, et al, 2022). Technology is the main means of utilizing ICT in the learning process, especially in the language learning.

Information and Communication Technologies (ICT) provide tremendous potential for enhancing language learning. Utilization of ICT in education provides new opportunities for personalized learning. Technology allows for an adaptive learning approach, where students can access materials that suit their needs and level (Aggarwal, 2023). The effects of using ICT

in education show an increase in the quality of learning. However, there are other side effects that can affect student manners when using ICT in education.

The influence of ICT in education on student morale constitutes a multifaceted subject, wherein diverse impacts can manifest. The integration of ICT within educational frameworks can yield both positive and negative repercussions on student conduct, contingent upon the manner and direction of technological utilization. Notably, the manner in which ICT is employed within educational settings holds significant sway over students' behavior and ethical considerations. Ethical dilemmas may arise as students navigate the digital landscape, encountering potential risks such as exposure to misinformation, technology addiction, or the misuse of digital tools for unethical purposes. Consequently, there arises a compelling need to adopt a comprehensive approach towards incorporating digital ethics within the educational curriculum (Abulibdeh et al., 2024). The influence exerted by ICT in education on student morality hinges upon the nuanced interplay between the application, direction, and treatment of technology within the learning environment.

Several studies have documented various cases, including students' lack of attention to teacher instructions and failure to make the most of ICT. Students are unable to control the use of technology in EFL learning (Savira Khaerunnisa et al., 2023). In other cases, there are positive impacts, including students deal with knowledge in an active, self-directed and constructive way (Ndirangu, et al, 2015). Based on this phenomenon, teachers face several barriers that may arise and affect the implementation of ICT in learning. Certainly, there have been many studies investigating students' attitudes towards the use of ICT in the classroom (Mobi et al., 2015); (Gorjón & Osés, 2022); (Şchiopu, 2020); (Olaore, 2014), but it is imperative to conduct this research to explore the attitudes of EFL students, in the area of English language learning.

## Literature Review

The researchers are carried out by looking for references to journals and books that were relevant to the topics searched on Google Search, Google Scholar, Lib Gen, and Z-Library. There are ICT, The Impacts of ICT, Student's Behavior.

### *ICT (Information and Communication Technology)*

Any type of technology used to gather, store, process, transmit, and access information is referred to as information and communication technology, or ICT for short. It consists of computer systems, communication networks, hardware, and software for managing, transferring, and distributing information. The entire spectrum of technologies used to create, access, and share knowledge and information is referred to as information and communication technologies, or ICTs. ICTs are often associated with the Internet, but ICTs also include fixed-line and mobile telephones, satellite systems, and broadcast media (Bowman, 2023). Ogenyi et al. (2023) stated Information and communication technologies, or ICTs for short, are described as a "diverse set of technological tools and resources used to create, disseminate, store, and manage information," for the purposes of this primer. These technologies include telephones, computers, the Internet, and broadcasting media like radio and television." ICT application has had a major impact on a number of industries, including business, government, healthcare, and entertainment as well as education.

### *The Impacts of ICT*

Impact can be defined as the consequences or effects that occur as a result of an event, occurrence, or action. Impact is the effect or consequence of a specific action or event that can affect individuals, groups, or the environment in a positive or negative way (Ajani & Govender, 2023). The impact of ICT (Information and Communication Technology) refers to the consequences or changes that occur due to the use of information and communication technology in various aspects of human life. ICT can increase the accessibility of education,

expand learning opportunities, and improve the quality of learning through the use of technology in the education process (Alenezi et al., 2023). This research highlights the importance of integrating information and communication technology in the education system to improve educational effectiveness and equity.

Some studies also specifically explain several of the positive impacts of the use of ICT in learning. Okono (2023) said that the use of ICT in education can increase student engagement, facilitate interactive and discovery-based learning, and encourage collaboration and creativity. The use of ICT can expand the accessibility of education for students, especially in the context of distance education or online learning. Meanwhile other studies also explicitly enlighten several of the negative impacts of the use of ICT in learning. According to Suah (2023) The drawbacks of ICT use include the potential for addiction, distraction, and trouble planning good study sessions due to excessive or uncontrolled technology use. Finding the ideal balance between potential hazards and advantages is crucial when using ICT. It is imperative that students possess a comprehensive comprehension of responsible usage, set reasonable time limits, and be mindful of internet privacy and security. To further lessen potential negative effects, parents' and educators' roles in supervising and encouraging ICT use are crucial.

### **EFL Learners' Behavior**

Behavior encompasses the array of actions or reactions exhibited by an individual or organism in response to various stimuli. According to the Indonesian Language Dictionary (KBBI), behavior is delineated as the actions or conduct undertaken by a person or living entity in reaction to their environment or circumstances. This definition encapsulates how individuals act, interact, and respond to stimuli and their surroundings, thereby constituting their overarching "behavioral" profile. Hochreiter et al. (2023) and Anggriani (2023) further underscore behavior as the observable movements or responses elicited by an organism in reaction to internal or external stimuli. Thus, behavior serves as the conduit through which individuals or organisms express their engagement with specific stimuli. Crucially, any discernible action, whether mental or physical, is deemed behavior, subject to observation and measurement. This perspective aligns with the understanding that behavior is a comprehensive term covering a wide range of actions and reactions, observable in diverse contexts. In the educational domain, a comprehensive comprehension of student behavior is paramount for fostering conducive learning environments and optimizing educational outcomes. Educators and researchers alike must cultivate a nuanced understanding of student behavior within the research context to effectively promote favorable learning outcomes and construct supportive educational environments.

Understanding student behavior involves recognizing the various ways students interact with their learning environment, peers, and instructional materials. This understanding helps educators tailor their teaching strategies to meet the diverse needs of students, thus enhancing the overall educational experience. For instance, by observing and analyzing student behavior, educators can identify patterns that may indicate difficulties in understanding or engagement, allowing them to intervene appropriately. Moreover, researchers studying student behavior can contribute valuable insights into how different teaching methods and educational policies impact student engagement and performance. These insights can inform the development of more effective educational practices and policies, ultimately leading to improved student outcomes. By integrating behavioral observations into educational research, researchers can provide a holistic view of the learning process, highlighting the importance of both cognitive and behavioral factors in education. In conclusion, behavior is a fundamental concept that encompasses the actions and reactions of individuals or organisms to various stimuli. Its significance is particularly pronounced in the educational context, where understanding student behavior is essential for creating effective learning environments and optimizing educational outcomes. Through the careful observation and analysis of behavior, educators and researchers

can develop strategies and interventions that support student learning and foster positive educational experiences. By maintaining a focus on behavior, the educational community can continue to enhance the quality of education and promote student success.

## **RESEARCH METHOD**

### **Research Design**

The study adopts a qualitative research approach as its foundational design methodology. This qualitative framework was chosen to facilitate a detailed exploration of the impact of assessing ICT on students' behaviors and practices. To delve into this specific area of inquiry, a phenomenon study was conducted, aiming to elucidate the nuanced effects and dynamics surrounding the evaluation of ICT within educational contexts. Information crucial to the study was sourced from multiple channels, including the official websites of relevant ICT providers, authentic news articles, and case studies documented in existing literature. These diverse sources provided a comprehensive array of perspectives and data points, enabling a thorough examination of the phenomenon under investigation. By incorporating information from these varied sources, the study sought to ensure a robust and multifaceted understanding of the subject matter, thus enriching the analysis and insights gleaned from the research endeavor.

### **Research Data and Data Collection**

The present study draws upon a diverse array of data sources to facilitate a comprehensive analysis of the research topic. These sources encompass various methodologies and materials, contributing to a multifaceted understanding of the phenomenon under investigation. Primarily, observational studies constitute a pivotal component of the data collection process, involving the systematic observation and recording of behaviors, events, or interactions within the research context. This may include the use of checklists, tallies, or field notes to capture salient observations and patterns. In addition to observational studies, document analysis serves as another essential data source within the study framework. This methodology entails the examination and interpretation of textual documents sourced from a range of sources, such as newspapers, official files, textbooks, syllabi, and web pages. By scrutinizing these documents, researchers can glean valuable insights into prevailing attitudes, policies, or trends relevant to the research topic. Furthermore, the study incorporates textual material databases as supplementary data sources to augment the analysis. These databases provide access to a wealth of textual resources, including scholarly articles, reports, and other relevant literature. Leveraging these additional sources enables researchers to deepen their understanding of the subject matter, explore diverse perspectives, and corroborate findings derived from other data sources. The integration of multiple data sources, as outlined by Anggriani (2023), Dominguez et al. (2023), and Rezaee et al. (2023), enhances the rigor and richness of the study's findings. By employing a triangulated approach that incorporates observational studies, document analysis, and textual material databases, the study endeavors to provide a comprehensive and nuanced analysis of the research topic, thereby contributing to the advancement of knowledge in the field.

### **Data Analysis**

The study employs a qualitative approach to data analysis, which entails a systematic and iterative process aimed at extracting meaning and insights from the collected data. This qualitative analysis unfolds across several distinct stages, each contributing to the refinement and interpretation of the data. The initial stage of data analysis involves data condensation, wherein the voluminous and varied dataset is condensed into manageable units or categories. This process entails organizing, summarizing, and synthesizing the raw data to identify key themes, patterns, or recurring phenomena. By condensing the data in this manner, researchers can gain a clearer understanding of the overarching trends and dynamics within the dataset. Subsequently, the condensed data are systematically displayed or presented in a

comprehensible format, facilitating further exploration and interpretation. This stage, known as data display, often involves the use of visual aids such as charts, graphs, or tables to illustrate the relationships and connections inherent in the data. Through visual representation, researchers can elucidate complex findings and communicate them effectively to stakeholders.

Finally, the process culminates in drawing verification and conclusion, wherein researchers critically examine the interpreted data to draw valid and reliable conclusions. This stage involves rigorous validation of the findings through techniques such as member checking, peer debriefing, or triangulation. By subjecting the conclusions to scrutiny and verification, researchers ensure the credibility and trustworthiness of their interpretations. By following this systematic framework of data analysis, the study endeavors to uncover rich insights and contribute to the advancement of knowledge in the research domain. Through the stages of data condensation, data display, and drawing verification and conclusion, researchers navigate the complexities of qualitative analysis, ultimately deriving meaningful conclusions from the collected data.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

The researchers provide some findings that are the data taken from the journals are categorized based on the country of the particular cases.

Table 1  
The Data of the Cases from Each Country

No.	Cases	Location	Sources
1.	English as a second language can be learned effectively and incredibly easily with the use of ICT. The English language can be readily learned and understood with the aid of audio-visual aids. Additionally, it fosters in students both creative and reflective thinking. Although they are hesitant to use ICT for ESL instruction, urban Bengali-medium school pupils' express interest in utilizing technology in their daily lives. They also struggle with a lack of confidence in their ability to learn English (Sahin, 2020).	West Bengali State University, India	Sahin, S. (2020). Attitude Of Students Towards Use Of Ict In Learning English As A Second Language At Under- Graduate Level. 7(11), 911–921.
2.	The findings suggest that university students in Indonesia are probably going to have a very good attitude on using ICT to learn English. This is because of how useful and convenient ICT is (Bannus & Emerald, 2023).	Universitas Indonesia	Bannus, D. A., & Emerald. (2023). Indonesian University Students' Attitudes and Aspirations Towards ICT in EFL Learning. <i>EBONY: Journal of English Language Teaching, Linguistics, and Literature</i> , 3(1), 53–70. <a href="https://doi.org/10.37304/ebony.v3i1.7997">https://doi.org/10.37304/ebony.v3i1.7997</a>
3.	The pupils would rather not participate actively in the learning process and instead study the language passively at their own leisure and in their own environment. Additionally, the students have a favorable outlook on using technology to get around	University of India	Kuddus, K., & Khan, N. M. (2021). <i>Attitude of the International Students Towards Integrating ICT in Foreign Language Learning: A Case Study BT</i>

No.	Cases	Location	Sources
	linguistic barriers in foreign languages (Kuddus & Khan, 2021).		- <i>ICT Systems and Sustainability</i> (M. Tuba, S. Akashe, & A. Joshi (eds.); pp. 685–695). Springer Singapore.
4.	The study participants had positive attitudes towards information and communication technology (ICT), perceiving it as a valuable tool for enhancing English as a foreign language (EFL) acquisition and for improving language proficiency. The students agreed that technology plays a useful role in facilitating classroom activities and making the EFL learning process and lessons more engaging (ICT use in the classroom) (Kopinska, 2020).	High School Level at Spain	Kopinska, M. (2020). Beyond the novelty effect: EFL learners' attitudes towards ICT use in the classroom. <i>Hungarian Educational Research Journal</i> , 10(1), 1–15. <a href="https://doi.org/10.1556/063.2020.00001">https://doi.org/10.1556/063.2020.00001</a>
5.	The purpose of using ICT was to improve their performance as teachers; applying ICT practically was more important than its use. They had a good attitude since they were capable and could adjust to the difficulties they encountered. Their conduct in integrating ICT was influenced by the challenges, which resulted in actual system utilization (Berok & Yunus, 2019).	Schools in Tatau, Sarawak, China	James Berok, V. J., & Md Yunus, M. (2019). Chasing the Emerging Trend of Ict: the Challenges Faced By Esl Teachers and Their Attitude in Integrating Ict in Rural Schools of Tatau District. <i>Journal of Information System and Technology Management</i> , 84–96. <a href="https://doi.org/10.35631/jistm.413008">https://doi.org/10.35631/jistm.413008</a>
6.	The findings indicate that older students believe that using ICT and studying outside of the classroom may support and encourage English language development (Mónica, et al, 2018).	Mexican University	Mónica, Lizbeth, Maciel, Gómez., María, del, Rocío, Carranza, Alcántar., Claudia, Islas, Torres., Juan, Francisco, Caldera, Montes., Alma, Azucena, Jiménez, P. (2018). Use of ict for learning the english language. <i>IJAEDU-International E-Journal of Advances in Education</i> , 4(11):192-198. <a href="https://doi.org/doi:10.18768/IJAEDU.455621">https://doi.org/doi:10.18768/IJAEDU.455621</a>
7.	Overall, we can say that opinions from both students and teachers regarding the use of ICT in the English language classroom are generally rather good. ICT seems to be highly motivated and sought after as a very helpful tool for improving the enjoyment of the English teaching and learning process (Luján García, 2009).	ULPGC - Universidad de Las Palmas de Gran Canaria, Spain	Luján García, C. (2009). Assessing Students! and Teachers! Attitudes Toward ICT in the English Classroom: A Case Study in Las Palmas de Gran Canaria. <i>ES: Revista de Filología Inglesa</i> , 30(30), 105–128. <a href="https://search.ebscohost.com/login.aspx?direct=true&amp;db=mzh&amp;AN=2010653105">https://search.ebscohost.com/login.aspx?direct=true&amp;db=mzh&amp;AN=2010653105</a>

No.	Cases	Location	Sources
			<a href="#">&amp;lang=pt-br&amp;site=ehost-live</a>
8.	It is more efficient to learn phonetics with ICT as the teaching tool. According to the study's findings, using ICT enhances students' understanding of phonetics more than using the conventional method does (Anthony, 2017).	secondary schools in Rivers State, Nigeria	Anthony, U. (2017). Information and Communication Technology and the Learning of English Phonetics in Selected Secondary Schools in Nigeria: A Case Study. <i>English Linguistics Research</i> , 6(4), 13. <a href="https://doi.org/10.5430/elr.v6n4p13">https://doi.org/10.5430/elr.v6n4p13</a>
9.	The participants are enthusiastic about using ICT in English language instruction (Saud, 2023).	Darchula district, Nepal	Saud, D. S. (2023). Teachers and Students' Perceptions towards Using ICT in ELT in Model Schools. <i>Journal of Tikapur Multiple Campus</i> , 6(June), 78–93. <a href="https://doi.org/10.3126/jotmc.v6i01.56347">https://doi.org/10.3126/jotmc.v6i01.56347</a>
10.	The findings showed how important ICT technologies are to British civilization's teaching and learning procedures. In addition, learners' acquisition of knowledge is improved and class delivery is made easier with appropriate technology implementations. On the other hand, students view this kind of inclusion as an elevator through which, if placed correctly and sufficiently, their motivation can rise from lower to higher levels (Daim & Ouldyerou, 2023).	Algerian University, Algeria	Daim, K., & Ouldyerou, S. (2023). EFL Students' Perceptions and Attitudes towards ICT Integration in British Civilization Courses. <i>Journal of Language and Language Teaching</i> , 27(1), 707–719. <a href="https://doi.org/10.37138/almeiyar.v27i1.482">https://doi.org/10.37138/almeiyar.v27i1.482</a>

## Discussions

The researchers present their findings, which include both favorable and negative opinions from various nations. Lack of Confidence is the lowering effect of employing ICT in the English language classroom. This instance comes from India's Bengali University. Bengali India's students think that learning English and using ICT for ESL are difficult and time-consuming jobs. Students' capacity to learn English and use ICT in ESL classes is limited by a number of factors, including a lack of desire, anxiety about learning a foreign language, inappropriate learning surroundings, a lack of usage of technology in English classrooms, and a general fear of the language. The actual issue is that learning English would be hampered by the technical use of ICT. The students of Bengali medium school show interest in using technology in daily life but not confident about using ICT in ESL learning. They also suffer from lack of confidence in English language learning (Sahin, 2020). It is important to note that negative attitudes can arise if students are not properly monitored and if there is a lack of regulatory intervention on irrelevant internet content. Thus, while there are positive attitudes towards using ICT in English language classrooms, it is crucial to address any challenges or negative impacts to ensure effective and beneficial use of technology in learning.

Additionally, the researchers inform some findings about the impacts on student's attitudes. There are several positive students' impacts caused by students' attitudes nowadays toward ICT from various references including Indonesia, Malaysia, China, Nepal, Algeria, Nigeria, Mexican, Spain. The incorporation of Information and Communication Technology (ICT) plays a significant role in facilitating the memorization and comprehension of the English language, making the learning process more accessible for learners. Additionally, ICT tools contribute to fostering reflective thinking, allowing students to contemplate their learning experiences and engage in critical self-assessment. Sahin stated "The use of ICT can help to memorize and comprehend English language very easily and also help in Reflective thinking and creative thinking within learners" (Sahin, 2020). Thus, the integration of Information and Communication Technology (ICT) in English language education not only facilitates memorization and comprehension but also fosters reflective and creative thinking among learners, thereby enriching the learning experience and promoting cognitive development.

Employing Information and Communication Technology (ICT) and participating in learning activities outside the traditional classroom setting are instrumental in facilitating and inspiring the acquisition of the English language. These approaches not only broaden the scope of learning but also serve to motivate students in their language learning journey. Monica stated "The use of ICT and study out of the classroom help and motive the learning of the English language" (Mónica, et al, 2018). Additionally, according to Garcia "The use of ICT in the English language classroom is quite positive. There seems to be considerable motivation and interest in ICT as very useful strategies to make the English teaching/learning process more pleasant" (García, 2009). Then, Daim & Ouldyerou said "learners consider such incorporation as an elevator where their motivation could transfer from lower to upper stages providing that it is appropriately and adequately inserted" (Daim & Ouldyerou, 2023).

In summary, the utilization of Information and Communication Technology (ICT) alongside engagement in learning activities beyond traditional classroom settings significantly aids in facilitating and inspiring the acquisition of the English language. These methods not only expand the horizons of learning but also serve as motivational factors for students throughout their language learning journey. As evidenced by Monica, Garcia, and Daim & Ouldyerou, the integration of ICT in English language education is viewed positively, with notable impacts on motivation and interest among learners. It is apparent that when appropriately incorporated, ICT serves as a catalyst for elevating motivation levels, thereby enhancing the overall teaching and learning experience in English language education.

The enthusiasm and acceptance of Information and Communication Technology (ICT) among students in the realm of English language learning are notably high. Their positive attitude towards incorporating ICT tools and methods into their learning process underscores the effectiveness and relevance of technology in modern education. This inclination towards ICT suggests a recognition among students of its potential to enhance their learning experiences, making the acquisition of English language skills more engaging and accessible. As a result, integrating ICT into English language education not only aligns with students' preferences but also fosters a dynamic and interactive learning environment conducive to their academic growth and development. Bannus & Emeral stated "The 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" (Bannus & Emeral, 2023).

Additionally, Kuddus & Khan added "The students have positive attitude towards the use of technology to overcome foreign language barrier" (Kuddus & Khan, 2021). It because ICT have a positive role to support for learning. Kopinska said that "The study participants had positive attitudes towards information and communication technology (ICT), perceiving it as a valuable tool for enhancing English as a foreign language (EFL) acquisition and for improving language proficiency. The students agreed that technology plays a useful role in facilitating



classroom activities and making the EFL learning process and lessons more engaging (ICT use in the classroom)” (Kopinska, 2020). Then, Berok & Yunus said “It created positive attitude because they were competent and were able to adapt to the challenges they faced. The challenges had influenced their behavior in integrating ICT that had led to actual system use (Berok & Yunus, 2019).

Moreover, Anthony stated “The use of ICT improves students learning of phonetics than is the case with the traditional approach” (Anthony, 2017). Then, Saud added “The participants have positive attitudes towards integrating ICT in English language classrooms” (Saud, 2023). In conclusion, students exhibit a strong positive attitude towards the use of Information and Communication Technology (ICT) in learning English, indicating its significant role in enhancing their educational experience. This enthusiasm underscores the relevance and effectiveness of incorporating ICT tools and methods in modern language education. By recognizing the potential of ICT to enrich their learning process, students highlight the importance of creating dynamic and interactive learning environments. Therefore, integrating ICT into English language education aligns with students' preferences and contributes to fostering a conducive atmosphere for academic growth and development.

## CONCLUSION

The purpose of the study was to find out how students studying English as a foreign language (EFL) were affected by their use of information and communication technology (ICT). The results showed that the incorporation of ICT had a substantial impact on students' views, especially in the classroom. This modification was linked to an improvement in the students' English language proficiency, indicating that the use of ICT contributed to this improvement. But the report also emphasizes the significance of responsible ICT use, stressing the necessity for educators to supervise and instruct pupils in its proper use. Therefore, the research emphasizes the need for appropriate guidance and supervision to maximize the efficacy of ICT in promoting language learning, even as it acknowledges the benefits of this technology in this regard.

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