For citation :
SURIAMAN, A., ZATIVA, A., & MANURUNG, K., ROFIQOH, R. (2023). *Uluslararası Sosyal Bilimler ve Eğitim Dergisi – USBED 6*(10), 43-60. https://doi.org/10.5281/zenodo.10458665
https://dergipark.org.tr/tr/pub/usbed

The attitude of EFL learners toward the use of (A case study of senior high school context)

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Article Type:	Research Article
Submission Date:	23/11/2023
Revision Dates:	26/11/2023
Acceptance Date:	04/012024

Ethical Statement
(V) Ethical approval was not received for the article. The author(s) declares that his work is not subject to ethics committee approval.

Contribution of researchers to the study
1. Author's contribution: Wrote the article, collected data, and analyzed/reported results (50%).
2. Author's contribution: Wrote the article, collected data, and analyzed/reported results (40%).
3. Author's contribution: Wrote the article, collected data, and analyzed/reported results (5 %).
4. Author's contribution: Wrote the article, collected data, and analyzed/reported results (5 %).

Conflict of interest
The authors declare no possible conflict of interest in this study.

Similarity
This study was scanned in the iThenticate program. The final similarity rate is 5%.

The attitude of EFL learners toward the use of ICT
(A case study of senior high school context)

Abstract

This research aims to analyze EFL learners' attitudes toward the use of Information and Communication Technology (ICT) in the English learning process and to describe the EFL learners' attitudes toward ICT in science, social, and language classes. This research was conducted using a descriptive qualitative method. This research data was taken from 95 students of SMA Negeri 2 Palu. The researcher used a questionnaire and semi-structured interview to collect the data for this research. To answer four research questions, the findings found that: (1) there is no doubt that the students are positive concerning ICT use; (2) The science learners show a positive attitude since they like the visual appeal ICTs offer in the classroom; (3) The social learners show the positive attitude because they know should acquire a wide range of skills during the use of ICT;(4) The language learners have the positive attitude since they understand that ICT will be used forever. The results of the data analysis from the interview and questionnaire show that the attitude of EFL learners toward the ICT is positive since they want to learn how to operate the ICT if they have the opportunity; the utilization of ICT has enabled learners to access information from the internet more effectively.

EXTENDED ABSTRACT

Introduction

Nowadays, the field of innovation and technology has developed at a rapid pace. Information and Communication Technology (ICT) is more natural than any point of view. ICT has become a fundamental part of many individuals' lives in this computerized time. Presently, teaching the English language is frequently linked with the use and integration of ICT. The problem of EFL learners' problem with implementing ICT in the English learning process might be traced back to their internal factors. The learner-level factor was the internal factor. The internal factor includes their attitudes and knowledge about technology. According to Fančovičová & Prokop (2008), in a study carried out in school, learners' attitudes towards computers found that school significantly affected behavior dimensions of attitude towards ICT. In line with de Sousa et al. (2012), using ICT promotes changes in attitudes, behavior, values, and cognitive and perceptive processes, especially in learners learning attitudes and behaviors. When ICT is involved in the learner's learning process, they show more self-directed and self-managed behaviors in their learning.

Literature Review

Technology advances have significantly impacted education these days, especially in the field of English as a foreign language study. ICT integration in language learning can help students become more proficient language users (Balbay & Kilis, 2017; Caldwell, 2020). In addition, using ICT can inspire and empower students to learn English (Tran, 2020). ICT can facilitate cooperation and engagement during the learning process, but the instruction must be scaffolded for students to take advantage of these opportunities (Al Arif, 2019).

The importance of ICT in education

In the 21st century, technology has experienced rapid advancement, with ICT becoming ubiquitous in various facets, including education. This aligns with the assertion made by Semerci and Aydın (2018) that the progress of ICT has transformed numerous aspects of daily life, notably education. Consequently, integrating ICT into classroom instructions is deemed essential.

ICT roles in the English language

The landscape of education undergoes continual transformation with the evolving impact of technology. Similarly, technological progress significantly influences language classrooms, offering novel and enhanced approaches to language learning (Parvin, 2015). Ammanni and Aparanjani (2016) additionally emphasized the role of ICT in

English teaching and learning, characterizing it as a tool that fosters innovation among learners and as a motivating source for English language acquisition.

Attitudes and ICT

Using the internet as an educational tool for facilitating language learning has garnered attention from scholars. Nevertheless, research on the attitudes of teachers and learners indicates a discernible gap in how these attitudes should converge for a more harmonious agreement on fostering positive views about incorporating the internet into the classroom setting, a perspective shared by both teachers and learners.

Method

This current study employed qualitative and descriptive qualitative research as the research design. There were 95 subjects for the questionnaire respondents and three students for the interviewees. These questionnaires were 21 closed-ended questions, and the closed-ended questionnaire used four levels of evaluation scale for the first section of the questionnaire: strongly disagree, disagree, agree, and strongly agree.

Conclusion and Recommendations

The students view the use of ICT in teaching and learning favorably. Teachers' involvement in the teaching and learning process encourages EFL students' good attitudes toward ICT. Students must understand the theory and apply it immediately before utilizing ICT.

The favorable outcomes of students' attitudes about ICT use imply that ICT may be useful for students' independent study during their educational process. Consequently, teachers need to design a classroom setting that can improve the relationship between students' use of mobile applications and the material covered in class.

Keywords: Attitude, information and communication technology (ICT), English learning process

INTRODUCTION

Nowadays, the field of innovation and technology has developed at a rapid pace. Information and Communication Technology (ICT) is more natural than any point of view. ICT has become a fundamental part of many individuals' lives in this computerized time. Presently, English language teaching is often associated with the use of ICT. Information and communication technology development has been changing not only the lifestyle of modern people but also the educational environment at a remarkable speed (Jeong, 2022). Through technology, such as hardware and software, learners can learn and communicate in English language teaching and learning.

Besides being able to use technology in their language instruction, EFL learners also face various barriers when accessing and using the internet. Advocates contend that the current generation has been raised in media-rich digital environments, making them more inclined and interested in utilizing information and communication technologies (Sweeney & Geer, 2010). When employed effectively, ICT can enhance the significance of education in an increasingly interconnected society, elevating the quality of education by transforming learning and teaching into an active process integrated with real-life contexts.

The problem of EFL learners' problem with implementing ICT in the English learning process might be traced back to their internal factors. The learner-level factor was the internal factor.

The internal factor includes their attitudes and knowledge about technology. According to Fančovičová & Prokop (2008), in a study carried out in school, learners' attitudes towards computers found that school significantly affected behavior dimensions of attitude towards ICT. In line with de Sousa et al. (2012), using ICT promotes changes in attitudes, behavior, values, and cognitive and perceptive processes, especially in learners learning attitudes and behaviors. When ICT is involved in the learner's learning process, they show more self-directed and self-managed behaviors in their learning.

Using the internet as an educational tool for facilitating language learning has garnered attention from scholars. However, research on the attitudes of teachers and learners indicates a discernible gap in how these attitudes should converge for a more harmonious agreement on fostering positive views about incorporating the internet into the classroom setting, a perspective shared by both teachers and learners.

METHOD

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Procedures

The researcher requested and gained permission from SMA Negeri 2 Palu to observe the XI classes that had been chosen. To better understand the EFL learners' attitudes toward ICT, the researcher also used interviews to explore more of the learners' thoughts on the items given.

FINDINGS AND DISCUSSION

a. The EFL learners' attitude in using ICT in the English learning process

The success or failure of teaching and learning processes should also be considered as learners' attitudes toward technology are likely to significantly influence their ability to use it as a teaching tool in English classes. In contrast to traditional learning confined to the classroom, electronic learning is more flexible and less structured. Consequently, it can occur anywhere and anytime, with sustainability as its focal point (Almajali et al., 2022). Hence, researchers should take learners' opinions toward ICT into account.

The following data is presentation variables based on positive indicator statements in the questionnaire from research, which is summarized in the frequency table as follows:

Table 1: *The Frequency of Positive Statements*

The Frequency of Positive Statements

Statements	SD	D	Total of SD and D	A	SA	Total of A and SA
Working on ICT exercises is fun	2	29	31	57	7	64
ICT is interesting	3	28	31	54	10	64
I like studying ICT	3	28	31	62	2	64
I like ICT	2	25	27	60	8	68
ICT is easy for me	7	31	38	52	5	57
When I have difficulties using ICT (computer or laptop), I know I can handle them.	5	26	31	57	7	64
I find many aspects of using ICT (computer or laptop) interesting and challenging	1	12	13	61	21	82
I find using ICT (computer or laptop) Enjoyable	0	11	11	64	20	84
I would want to study ICT (computer or laptop) in education even if it was not compulsory	5	16	21	59	15	74
The use of ICT has helped me in collecting data for my project work	1	10	11	62	22	84
The use of ICT has helped me in the analysis of data	1	8	9	70	16	86
The use of ICT has helped me in the presentation of data	0	13	13	63	19	82
The use of ICT has helped me to retrieve information from the Internet	0	2	2	44	49	93

It can be seen that from the 13 positive items above, most SMA Negeri 2 Palu learners agree on all positive statements that are part of the questionnaire items. By analyzing the response to the question above, By leveraging the internet, word processors, presentation software, multimedia, hypermedia, and drill-and-practice programs, EFL learners can partake in personalized instruction tailored to their unique needs. Additionally, they can engage in collaborative projects that promote communication with peers within their classrooms. It shows their interest in using ICT. It is supported by the respondent from science and language class

who answered the question "Are you interested in learning using ICT? Why?" during the interview:

> *"Very interested. There are many things to learn in this development era."*
> *"All about ICT, from increasingly sophisticated technology, information that is easy to get because we can know and learn about anything on the internet."*

Most learners are more interested in using ICT to learn about their future. Using ICT makes them feel like they are capable of doing so. Moreover, if they take online training, they are also asserting and interested in it. They also want to integrate the internet with their learning and wield Internet materials and learning resources as much as possible. They tend to think positively about using the internet for learning purposes. It aligns with some studies, such as Otaibi's (2012) research, which shows that internet use involves educational and cultural purposes, leisure and entertainment, and purchasing. Balaramulu & Uma (2015) also support this finding; the internet is fast becoming an essential feature of global civilization, so what has traditionally been called "civil society" is now becoming identical to information technology society as defined by Internet use. Not only that, Rehman, K.U., Hunjra, A. I., Safwan, N., & Ahmad (2010) also concluded in their research that the internet is deemed more user-friendly compared to a collection of research tools, making it an essential resource. Students should harness the potential for significant and positive utilization of the internet. Additionally, it is recommended that students be educated on using essential Internet tools.

It shows that the respondents from the social class prefer to avoid learning using ICT. It is supported by the reason given by the respondent from social class who answered the question, "What do you enjoy the most in using ICT?" during the interview:

"in my opinion, learning about the theory is less exciting. Nevertheless, the learning process that is using ICT, I think it is fascinating. The part that learns about application and programming is difficult, and the one that requires much theory is also difficult." Many authors have argued for decades that ICT as an educational device facilitates teaching adaptation to each learner. Learners from the big city are more likely to use ICT than learners from rural areas. This finding was consistent with a previous study by Sarfo et al. (2011). It could be because learners from remote areas lack access to electronic materials due to a lack of infrastructure such as electricity and computers. Learners with excellent ICT expertise are likelier to use ICT than learners with weak ICT understanding. As Suriaman et al. (2023) stated, ICT inspires students to learn more about the course materials from other sources and how well they support students' learning processes. This finding is supported by research conducted in Ghana (Dery, Vroom, Gody, Afagbedzi, Dwomoh et al., 2016). The possible explanation is that

learners must gain ICT expertise to ensure that ICT tools are used and embraced to assist efficient learning and teaching.

Table 2. *The frequency of negative statements*

a. The frequency of negative statements

Statements	SD	D	Total of SD and D	A	SA	Total of A and SA
I would not say I like ICT	20	66	86	8	1	9
ICT is a complex subject.	7	53	60	31	4	35
I would not say I like studying ICT.	15	60	75	16	4	20
I hope I do not come into contact with ICT.	36	50	86	7	2	9
The technical language puts me off using ICT	17	51	68	19	8	27
I am not what I would call an ICT person	13	45	58	28	9	37
I have never felt able to learn how to use ICT (computer or laptop)	17	53	70	20	5	25
I find using ICT (computer or laptop) confusing	12	45	57	32	6	38

It can be concluded that from the eight negative items above, most SMA Negeri 2 Palu learners disagree with the negative statements above. Furthermore, table 2 shows that they like to use ICT and want to get in contact with ICT. It is supported by the respondent from language class who has answered the question "Are you interested in learning using ICT? Why?" during the interview:

"I think it is exciting to learn about ICT because it will be useful in the future for working life."

The response from the respondents above is also in line with Meerza & Beauchamp (2017); this positive factor is the first step in facing the technological changes of current work-related demands. It shows how ICT is essential. It is used for teaching, learning, and the learners' future, such as their working lives.

The table also presented that they like to learn ICT and felt they could learn about it. These statements are supported by the respondents from the social class, language class, and science

class by answering the question, "Do you think you need formal ICT courses/training to enable you to use ICT effectively in learning?" during the interview.

> *"it is essential because ICT is beneficial for other lessons, so from the Language class, it is essential to learn ICT. I want to learn how to operate a computer, such as programming."*
>
> *"if the science class needs to learn data management, Microsoft Word is also necessary*. Because it is often used."
> *"We from social class also need to learn to program, but the most important and basic use of basic applications such as Microsoft Word and Microsoft Excel."*

The results show that the learners' majors did not significantly influence their use of ICT. These findings are consistent with the studies from (Bsharah, Gasaymeh, and Abdelrahman et al., 2014). According to Bsharah et al. (2014), offering learners an electronic platform for expressing themselves freely could enhance students' social competencies and intelligence.

From the positive statements and negative statements, the researcher has a similar result to the findings of another study Mohamed Ally; Shengquan Yu, (2020); Zhu & Doo, (2022). This positive attitude makes it simpler for students to incorporate diverse tools into their learning repertoire. When utilized effectively, these tools can facilitate self-directed, lifelong, and expansive learning, a quality highly desirable to avoid confining the learning process to formal institutions or specific stages of life. Kofi Ayebi-Arthur (2010) clarified that having positive attitudes toward ICT does not automatically translate to higher ICT scores for students. This suggests that fostering a favorable disposition alone is insufficient for students to achieve elevated scores in ICT. So even if the learners do not like or do not have high scores in ICT, it does not mean they do not have a positive attitude toward ICT because the one that they need is the teacher who guides them.

The conclusion from the description can be that learners at SMA Negeri 2 Palu have a positive attitude towards using ICT. The ability to use ICT is a form of learners' responses to their attitude of supporting learning using the internet as a learning media in schools. However, it is necessary to continue to improve in utilizing ICT for learners so that learners are more reliable in using ICT.

b. The attitude of EFL learners towards ICT in science class

Responses to each attitude indicator statement are scored and analyzed using the total score and mean score. Where the mean score range is more than equal to 2.5, it indicates a positive attitude towards ICT, and a mean score below 2.5 signifies a negative attitude toward ICT.

Table 3*. The attitude in science class*

Statements	Science Class		Information
	Total Score	Mean	
Working on ICT exercises is fun	83	2.52	Positive
I would not say I like ICT	102	3.10	Positive
ICT is a complex subject.	88	2.67	Positive
I would not say I like studying ICT	90	2.73	Positive
ICT is interesting to me	83	2.52	Positive
I like studying ICT	83	2.52	Positive
I like ICT	84	2.55	Positive
ICT is easy for me	86	2.61	Positive
I hope I do not come into contact with ICT	104	3.15	Positive
The technical language puts me off using ICT	90	2.73	Positive
I am not what I would call an ICT person	89	2.70	Positive
When I have difficulties using ICT (computer or laptop), I know I can handle them.	84	2.55	Positive
I have never felt able to learn how to use ICT (computer or laptop)	94	2.85	Positive
I find using ICT (computer or laptop) confusing	90	2.723	Positive
I find many aspects of using ICT (computer or laptop) interesting and challenging	100	3.03	Positive
I find using ICT (computer or laptop) Enjoyable	104	3.15	Positive
I would want to study ICT (computer or laptop) in education even if it was not compulsory	89	2.70	Positive
The use of ICT has helped me in collecting data for my project work	104	3.15	Positive
The use of ICT has helped me in the analysis of data	105	3.18	Positive
The use of ICT has helped me in the presentation of data	105	3.18	Positive
The use of ICT has helped me to retrieve information from the Internet	116	3.52	Positive
Total	1973	59.79	

The table presents the mean and total scores of EFL learners' attitudes toward using ICT for science classes at SMA Negeri 2 Palu. The total mean score of science class 59.79 shows that all items are optimistic because the mean score is more than 2.5. From the interpretation questionnaire about the highest and the lowest mean scores, the respondents responded that they found some obstacles in learning ICT. However, they still want to learn ICT and are willing to learn about it. It is supported when they respond to the question "What obstacles do you find in learning ICT?" during the interview:

"If it is about the most difficult, it is because we do not understand the theory; it becomes difficult during practice. Because in my personal opinion, learning about ICT theory is boring and easy to be forgotten if we do not directly practice it. However, after the theory is put into practice, I am sure that my friends also agree that learning ICT is not difficult."

Analyzing the table, in line with Afolayan, O. T., & Oyekunle (2014), the researcher can conclude that full integration of ICTs can help revitalize teachers and learners. These things go a long way in developing the quality of education by providing curricular support in Basic Science and Technology. Teachers can easily use the mobile web interface to browse eBooks and have access to mentors, experts, and researchers with help from ICTs. Raising learners' motivation and making acquiring basic skills, information, and communication technologies easier could enhance Education quality. There is a significant impact on what learners are learning and how they should learn. This is also in line with the response to the question "Does ICT help you in the learning process? 1%-100% in what scale does ICT help you?" during the interview:

"90% help, mam, because we use e-books to learn because it is lighter if we bring the bag to school. For English lessons, we usually have YouTube links for material or songs and movies to be reviewed to make it easier to understand. So, it is beneficial, and it is not dull either.

This result is similar to the findings from another study by Boateng & Boateng (2016), who showed in their research that most participants believe that watching videos improves their teaching outcomes and increases the way they learn. How videos are used during a whole academic process should impact learning outcomes for students and teachers. Courtney et al. (2022) state that the moderate use of educational technology could be related to higher achievement. However, low and intensive educational technology use in school has a negative association. ICT skills had a positive relationship with students' academic performance, and ICT availability at school also had a positive relationship with students' academic performance. ICT has great potential as a practical pedagogical tool with accessibility, manageable interface, and multifunctional components. However, using ICT for sustainable, self-directed learning outside the classroom has been relatively under-researched. In this study, EFL learners engaged in using ICT that could make their learning more sustainable and independent outside of the classroom.

In conclusion, the table with the previous studies above shows a clear positive response to ICT in science class, with a total mean score of 59.79. When ICT was implemented, learners reported that the lessons were more enjoyable and exciting. Indeed, many of these people have

shown that the infusion of ICT makes it easier to come to terms with lessons. In general, learners like the visual appeal ICTs offer in the classroom.

c. The attitude of EFL learners towards ICT in social class

Table 4. *The Attitude in Social Class*

Statements	Social Class		Information
	Total Score	Mean	
Working on ICT exercises is fun for me.	102	2.83	Positive
I would not say I like ICT	109	3.03	Positive
ICT is a complex subject.	91	2.53	Positive
I would not say I like studying ICT	106	2.94	Positive
ICT is interesting to me	103	2.86	Positive
I like studying ICT	97	2.69	Positive
I like ICT	105	2.92	Positive
ICT is easy for me	91	2.53	Positive
I hope I do not come into contact with ICT	122	3.39	Positive
The technical language puts me off using ICT	102	2.83	Positive
I am not what I would call an ICT person	93	2.58	Positive
When I have difficulties using ICT (computer or laptop), I know I can handle them.	98	2.72	Positive
I have never felt able to learn how to use ICT (computer or laptop)	106	2.94	Positive
I find using ICT (computer or laptop) confusing	92	2.56	Positive
I find many aspects of using ICT (computer or laptop) interesting and challenging	110	3.06	Positive
I find using ICT (computer or laptop) Enjoyable	110	3.06	Positive
I would want to study ICT (computer or laptop) in education even if it was not compulsory	107	2.97	Positive
The use of ICT has helped me in collecting data for my project work	112	3.11	Positive
The use of ICT has helped me in the analysis of data	105	2.92	Positive
The use of ICT has helped me in the presentation of data	107	2.97	Positive
The use of ICT has helped me to retrieve information from the Internet	129	3.58	Positive
Total	2197	61.03	

The table presents the total score and means of EFL learners' attitudes towards using ICT in Social classes at SMA Negeri 2 Palu. The total score from the mean score of social class is 61.03. The results of Table 4.6 showed that all the items indicate a positive attitude.

ICT has made a tremendous change in modern societies. How people demand things has been influenced by ICT. Educational institutions are also affected by the changes brought about by ICT. For example, I21 and I18 have high social class scores. Those statements say that ICT helps them get information and collect data. It is in line with (Afolayan, O. T., Oyekunle, 2014 Eickelmann et al. 2017; Natia, Al-Hassan Seidu & Adam, 2015), the importance of ICT in Education improves learner learning. Based on their major, Akpabio and Ogiriki (2017) stated that ICT can help improve social studies teaching by creating documents and current issues. Their study concluded that the use of ICT in social classes is very motivating for learners. The preceding information has given rise to theoretical and quantitative evidence for ICT use in education and teaching. The respondent supports this study in answering the question "Does ICT help you in the learning process? 1%-100% in what scale does ICT help you?" during the interview:

> "85% help in the learning process. If it is in English, it is not very helpful. ICT is beneficial only if it is about history or geography lessons or when it is difficult to get information. In my opinion, using a projector during the learning process, which displays videos that make learning interesting and easy to understand so it is not monotonous just listening to the teacher."

Technology quickly grasps the attention of Gen 'Z' learners in higher education, and hence, teachers can draw learners' attention by using a technology that creates excellent mobility in learning (Raj & Tomy, 2023). The learners showed they wanted to get in contact with ICT and use the ICT in doing their tasks.

However, the item with the lowest total scores is I3 (ICT is a complicated subject) and I8 (ICT is easy for me), which have an exact total of 91 with a mean score of 2.59. It shows that half of the respondents from social class think that ICT is complex, and half of them feel it is an easy subject. It shows that they must find some difficulties while using the ICT. The respondent answers in answering the question, "What obstacles do you find in learning ICT?" during the interview:

The codes are sometimes forgotten. For a quick way, if you want to copy something, you should click the ctrl + c. Or while working on a task, a notification suddenly appears with a code that I rarely see. That is what I find challenging, mam."

In conclusion, analyzing the questionnaire and the interviewee's response from social class shows that critical thinking about social issues, which can lead to a learner's insight, is consequently needed in the context of an integrated study. It is supported by Valantinait (2020). ICTs are widely used in education, and they constitute one of the leading media tools for the

communication and education of millennials. In addition, the social class has a positive attitude toward ICT. Therefore, the learners should acquire a wide range of skills, including inquiries, investigations, and discoveries, during their integration by using ICT.

d. The attitude of EFL learners towards ICT in Language Class

Table 5*. The Attitude in Social Class*

Statements	Language Class		Information
	Total Score	Mean	
Working on ICT exercises is fun for me	74	2.85	Positive
I would not say I like ICT	84	3.23	Positive
ICT is a complex subject.	74	2.85	Positive
I would not say I like studying ICT	80	3.08	Positive
ICT is interesting to me	75	2.89	Positive
I like studying ICT	73	2.81	Positive
I like ICT	75	2.89	Positive
ICT is easy for me	68	2.62	Positive
I hope I do not come into contact with ICT	84	3.23	Positive
The technical language puts me off using ICT	75	2.89	Positive
I am not what I would call an ICT person	70	2.69	Positive
When I have difficulties using ICT (computer or laptop), I know I can handle them.	74	2.85	Positive
I have never felt able to learn how to use ICT (computer or laptop)	72	2.77	Positive
I find using ICT (computer or laptop) confusing	71	2.73	Positive
I find many aspects of using ICT (computer or laptop) interesting and challenging.	82	3.15	Positive
I find using ICT (computer or laptop) Enjoyable	80	3.08	Positive
I would want to study ICT (computer or laptop) in education even if it was not compulsory.	78	3.00	Positive
The use of ICT has helped me in collecting data for my project work	79	3.04	Positive
The use of ICT has helped me in the analysis of data	81	3.12	Positive
The use of ICT has helped me in the presentation of data	79	3.04	Positive
The use of ICT has helped me to retrieve information from the Internet	87	3.35	Positive
Total	1615	62.12	

The table presents the EFL learners' total and means scores towards using ICT in language class at SMAN 2 Palu. The total mean score from language class is 62.12. The results of Table 4.9 show that all of the items indicate a positive attitude.

After analyzing the items that have high scores, learners do not hate ICT and agree with ICT, which means the learners want to learn ICT and connect with ICT. It is supported by the

responses from the respondents in answering the question, "Do you think you need formal ICT courses/training to enable you to use ICT effectively in learning? What skills do you need to learn in ICT courses/training?" during the interview:

"ICT is beneficial for other lessons, so from the Language class, it is necessary to learn ICT. I want to learn how to operate a computer, such as programming. If I had the opportunity to learn ICT in grade 12, I would want to join because I think it is necessary as long as it is taught with practice, not just full of theory."

It shows that ICT encouraged them, diversified their teaching methods, radically changed their conceptions of teaching and learning, and increased their motivation. Raj and Tomy (2023) stated that mobile learning is an appropriate method to enhance language skills in a subtly flexible manner. Similarly, this research has shown that using ICT in teaching and education may improve literacy. Empirical evidence suggests that learners with difficulties with reading can be motivated and engaged through ICT (Hilty, Lorenz M ; Huber, 2018; Lynch et al., 2000). That is why teachers should participate in collaborative projects involving ICT and teaching partnerships as an instrument of learning. With the growth of ICT, technology-enhanced language learning has been increasingly regarded as a successful way to support learners with more interconnecting and collaborative language learning environments. It is in line with Jeong (2022) that digital devices can only make students' language learning experience truly mobile when language teachers can use creative learning tasks that allow their students' learning experience to extend beyond the classroom. It also showed they wanted to learn more about computers if given the opportunity. This reflects the importance of computer use in students' views, and there is no doubt that they were very positive about incorporating computers into their learning.

CONCLUSION

The students have a positive attitude toward using ICT in teaching and learning. The positive attitude of the EFL learners toward ICT in the teaching and learning process is supported by the role of teachers. It is essential that before using ICT, the learners know the theory and do the practice directly. The teachers must be available during the learning process in using ICT so that they can respond to learners' questions as soon as possible. Because when the learners already know how to operate the ICT, they often use it with or without the teachers. ICT was a practical, attractive, convenient, and creative format for teaching and learning. The positive results of learners' attitudes toward using ICT suggest that ICT may have potential as a tool for self-study in their learning process. Therefore, educators must create a learning environment

that can increase the correlation between the use of mobile phone applications and class coThehat the usage of ICT has made it easier for learners to access material from the internet, and language classes are the ones that have the most influence. This suggests that EFL students have a good attitude toward ICT.

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