The Use of ICT for English Language Learning: A Mixed-Method Study of EFL University Students

Tubagus Zam Zam Al Arif[1], Armiwati[2], Reli Handayani[3]

[1] Universitas Jambi. e-mail: zamzam@unja.ac.id
[2] Universitas Jambi. e-mail: armiwati@unja.ac.id
[3] Universitas Jambi. e-mail: reli_handayani@unja.ac.id

ARTICLE INFO	ABSTRACT
	The current study aims is to investigate the perceptions and expectations of English as a foreign language (EFL) university students regarding the usage of information and communication technology (ICT) in English language learning. This study also investigates the frequency of ICT use among EFL university students for both general and English learning purposes. A convergent parallel mixed methods design was used in this study. Two instruments were used to collect data they are, an online questionnaire and semi-structured interview. A total of 337 students participated in the online questionnaire. A Semi-structured interview was used to gather in-depth information to follow up on the questionnaire to 10 participants purposefully selected who answered the questionnaire with a set of criteria; participants agree to be interviewed; the participants' mean score of survey result is >3. Quantitative data were analyzed descriptively, and the qualitative data were analyzed and coded thematically. The findings indicated that students spend more time using ICT for general objectives (e.g. social media and entertainment) than for English study. They did, however, demonstrate favorable attitudes regarding the utilization of ICT for English language learning. Furthermore, they intended the campus to provide adequate technological facilities and internet access in each classroom to assist the learning process. Students believe that ICT can assist them enhance their English language skills. As a result, teachers should incorporate more ICT into their English language instruction.

1. Introduction

In this digital era, technological advances have provided such valuable opportunities in the education field particularly when dealing with learning English as a foreign language (EFL). The integration of information and communication technology (ICT) in English learning may

assist learners in enhancing their English language skills. For instance, using YouTube in improving students' speaking skills (Ayele, 2022; Balbay & Kilis, 2017), Social networking was beneficial to enhance students' writing skill (Annamalai, 2017). Besides, the ICT utilization can motivate and encourage students in English learning (Kreutz & Rhodin, 2016; Tran, 2020). The adoption of ICT may offer opportunities for students' engagement and collaboration in the learning process, but instruction must be scaffolded so that students can take advantage of these opportunities (Al Arif, 2019; Caldwell, 2020; Ziegler, 2016). It is reported that the use of ICT in language learning can maximize student learning and build or enhance their learning autonomy (Howlett & Zainee, 2019).

During the last five years, recent research reports have shown the potential benefits of ICT in increasing the quality of English language learning. For example, a study by (Hashad, 2019), it highlighted the impact of ICT in enhancing students' motivation. He reported that ICT can be used to practice self-directed learning, and ICT-based language teaching is one of effective ways for achieving necessary standards. From primary school to higher education, ICT has been employed in the classroom. Students can use ICT to seek for online materials and improve their English language abilities. In addition, ICT can be utilized to motivate learners, generate students' interest and their positive attitudes in learning English (Muslem et al., 2018). In order to improve language teaching and learning process, it is further expected that ICT would be employed more often in English language teaching (Al Arif et al., 2022). The usage of ICT allows students in practicing their English in a real-world setting (Rahim & Chandran, 2021). Students can make advantage of video-based communication For communicating with a native speaker (Koç et al., 2021). Furthermore, educators can employ video resources in their lessons to improve English language acquisition (Lamb & Arisandy, 2020).

Particularly in under-resourced contexts, the usage of ICT in language learning is still a big challenge. The challenges can include a lack of teacher competency in using ICT, a lack of student enthusiasm, a lack of facility support, and a lack of internet access. Teaching English with technology requires several requisitions that enable teachers and educators to exploit the ICT tools in English language learning and teaching. Teachers and educators must be competent and acquainted with new technology to effectively incorporate the ICT tools in the classrooms. The technological advances require teachers to improve their ICT literate to adapt with the new technologies. The usage of ICT in the English language teaching process can assist learners in enhancing their English language skills. Once educators use ICT in the teaching process, language learners are more enthusiastic about learning the language (Al Arif & Handayani, 2021). The benefits of using technology in the classrooms make students more involved while enjoying language class activities. Incorporating ICT in the classroom also enhances students' motivation and engagement in an EFL context (Cong-Lem, 2018).

In EFL context, particularly in Indonesia, students believe that ICT can be beneficial for learning English. However, In the teaching and learning process, they typically employed ICT for projector as a media. The ICT integration in English language teaching is still a crucial issue among the EFL teachers and educators, such as inadequate ICT facilities and lack of ICT training (Anas & Musdariah, 2018). Some teachers use ICT as an instructional media for English language learning and teaching by using slide presentation (Fauzan & Pimada, 2018). Students utilized ICT to seek for online information provided by the teachers, as well as to present material and as a media in learning the process. As a result, the usage of ICT should

be investigated further in order to understand student's perceptions and expectations regarding the utilization of ICT for English learning both within and outside of the classroom.

Consequently, this current study attempts to answer these questions; 1). What is the frequency of ICT use for general purposes and English language learning purposes? 2). What activities do the students use ICT for general purposes and for English language learning purposes? 3). How do the students perceive the role of ICT use in English language learning? 4). What are the students' expectations of ICT use in English language learning?

2. Literature Review

2.1 ICT in English Language Learning

ICT has been utilized in teaching and learning process since the adoption of computers into the classroom, to the growth of the Internet and World Wide Web to the innovation of smartphone technologies. It enables users to access authentic information such as texts, audios, and images and analyze it using software designed for this analysis. It had also performed a significant role in English language learning and teaching, serving as a tool to aid with traditional kinds of language learning (Hu & AlSaqqaf, 2021; Idowu & Gbadebo, 2017). As a result, ICT has most commonly been employed as a repository of authentic resources that are available in the form of newspapers, articles, lectures, and all of which reflect various oral and written texts.

EFL teachers have freely used actual English language learning materials and resources in the classroom and brought external language experiences that are relevant since technological developments (Anas & Musdariah, 2018). Some websites, such as the British Broadcasting Company (www.bbc.co.uk) or National Public Radio (www.npr.org), offer English language learning materials. The websites have made available and freely accessible to their programs in the type of podcasts. They have also given audio-visual copies of instruction for utilization during classroom's activities.

Furthermore, internet-based video, YouTube is the biggest and most popular, has made accessible a diverse range of authentic resources. The students have opportunities to watch the videos and learn English through those videos. Teachers have been able to make their own podcasts and motivate learners to do likewise using free programs such as Audacity. These can be freely kept online (for example, at www.youtube.com) and distributed to unlimited number of people. YouTube is not only as source of videos, but also can be used to improve student's language skills (Jalaluddin, 2016).

Students can take part in online discussions, social networking, Twitter, Facebook, as well as in other social media, English language learners can have opportunities to engage in authentic language learning (Cong-Lem, 2018). According to the literature on the issue, students' interest grows when they engage in actual purposeful communication through meaningful assignments and projects that incorporate simulations of actual communication (Chouthaiwale & AlKamel, 2018). Technology also provides a variety of visualization tools for English learning.

2.2 Previous Studies

Rosell-Aguilar (2018) conducted a survey study into 4095 students. This study explored the use of ICT in language learning on how technology could be used to increase language

improvement and students' engagement in language classrooms. The findings indicated positive effects on students' language development and learner engagement, However, they were primarily concerned with small samples of students using applications chosen by researcher rather than students using applications of their own initiative.

Alfarwan (2019) undertook 138 students of a Saudi University on their access to and use technology specifically in English learning, both on and off campus. The findings revealed that ICT devices such as smartphones, laptops. And TV are commonly used by the students. However, smartphones have the most potential for future utilization in terms of English language learning, followed by laptop, tablet, and TV.

Tri & Nguyen (2014) also carried out a research into ICT use related to English language learning by EFL college students. They took a sample of 149 English major students of Hoa Sen University, Vietnam. The findings showed that the learners spend more hours in utilizing ICT for general purposes than for English language learning. More specifically, 88.4% of them used ICT for general reasons for more than ten hours every day, and only 33.5% of respondents spent ten hours of ICT utilization for learning English. However, they showed a positive attitude of ICT use in ELL and expected that teachers use ICT in English language teaching in the classrooms.

Lai et al., (2022) conducted a study about the relationships between attitude and behavioral intention, as well as the practical use of ICT for self-directed learning. Their investigation focused on the students' attitudes and behavioral intention in English learning using ICT in the classroom. The data were collected from 676 students in various subjects from Chinese universities and examined using structural equation modeling (SEM). The findings indicated that the majority of respondents seemed to be extrinsically motivated to use technology for language learning. Learning activities related to translation and vocabulary was significantly more frequently reported than speaking, writing, reading, and listening.

The majority of previous research focused on students' attitudes and motivation to use ICT for learning. Our current study focuses on how students utilize ICT in the context of English as a foreign language (EFL) learning and what the expectations are for utilizing ICT in English learning. As a result, this research was carried out among EFL students in Indonesia. Previous studies were conducted using a quantitative approach, while this study used a mixed methods approach. These are the features that set this study apart from others.

3. Research Methodology

3.1 Research Design

For this current study, a convergent parallel mixed methods design was used to examine the ICT use in English language learning by the students. The researchers gathered both quantitative and qualitative data, analyzed them individually, and then compared the findings to see if they confirmed or contradicted each other (Creswell, 2014). The researchers integrated quantitative and qualitative data in this study to provide a comprehensive analysis of the research problem. Researchers collected both quantitative and qualitative data and then integrated information in the interpretation of overall results. For the quantitative data, a questionnaire was designed to investigate the students' perceptions and expectation towards the use of ICT in English language learning among EFL university students at Jambi

University, Indonesia. While, for the qualitative data, A Semi-structured interview was used to gather in depth information to follow up on the questionnaire.

3.2 Participants

The survey was made available to all English Department students at Jambi University from the first-year to the fourth-year students enrolled in 2021. All students were invited to take part in the survey. Students were notified via social media and given an online link to participate in this survey. N=337 students participated voluntarily to answer the online survey.

The respondents of quantitative data phase were 337 students of English department students at Jambi University, Indonesia. This is the percentage of respondents' gender who taken part in this study. For the qualitative data phase, a semi-structured interview was used to gather in depth information to follow up on the questionnaire to 10 participants purposefully selected who answered the questionnaire with a set of criteria; participants agree to be interviewed; the participants' mean score of survey result is >3. The qualitative data in our study came from individuals. To guarantee that we adhered to research ethics, we masked people's names by using pseudonyms (P1-P10) to protect the participants' privacy. We also guaranteed our participants that their participation was entirely voluntary, and that their accounts and responses would be kept strictly confidential.
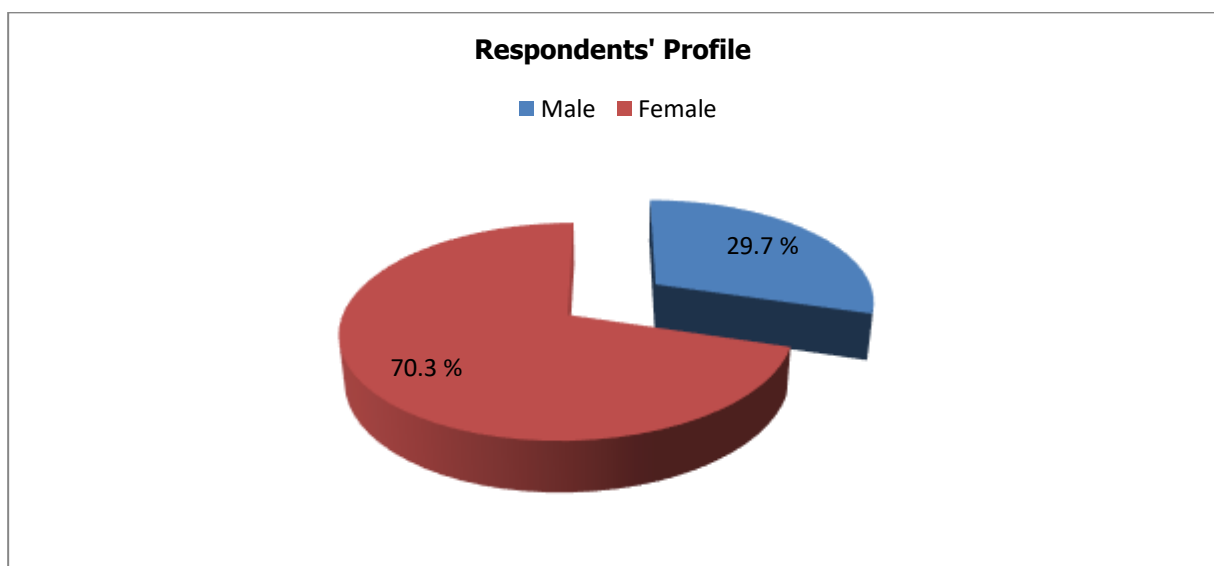

Figure 1: Respondents' Profile

The demographic profile of responders was depicted in the figure above. According to the total number of respondents (337), 70.3% are female (237 respondents), while 29.7% are male (100 respondents).

3.3 Instruments

Two instruments were used to collecting data they are, an online questionnaire and semi-structured interview. The online survey questionnaire was designed based on the research questions and previous literature studies (Alfarwan, 2019; Lai et al., 2022; Rosell-Aguilar, 2018; Tri & Nguyen, 2014). The five parts of questionnaire were constructed with nine closed-ended questions. The first part is the frequency with which ICT was used for general and English learning objectives. The second part addressed how learners utilize ICT for general

purposes. The third part highlighted how students utilize ICT for English learning. The fourth part addressed their views on the use of ICT for English learning. The last part addressed the students' expectations regarding the use of ICT for English learning. The validity of questionnaire was ensured by its design, which was based on prior literature research and expert judgment. The content validity was assessed by two experts of technology-enhanced language learning (TELL) in face-to-face discussions to ensure the relevance and quality of entire items in the questionnaire. Before distributing the questionnaire in this study, a pilot study was done on a representative group of 25 students who were not participating in the main study to allow the researchers to identify and adjust the instrument. N=337 students participated to answer the online questionnaire. Then, A Semi-structured interview was used to gather in depth information to follow up on the questionnaire to 10 participants purposefully selected who answered the questionnaire.

3.4 Data Analysis Procedures

The quantitative data from online survey were analyzed using basic statistical analysis to represent the mean, percentage, and frequency of the survey's result. For the qualitative data, a semi-structured interview was administered to gather in depth information to ten of students purposefully who taken part in online survey. The answers to the open-ended question about the perception and expectation towards ICT use were transcribed, and common themes were identified and grouped thematically to compare or relate to the quantitative data findings for interpreting the overall result.

4. Findings

4.1. ICT Tools Ownership

Two items were used to measure students' ICT tools ownership between computer and smartphone. These items aim to describe students' ownership of ICT tools that commonly used by the students.

Computer and Smartphone Ownership

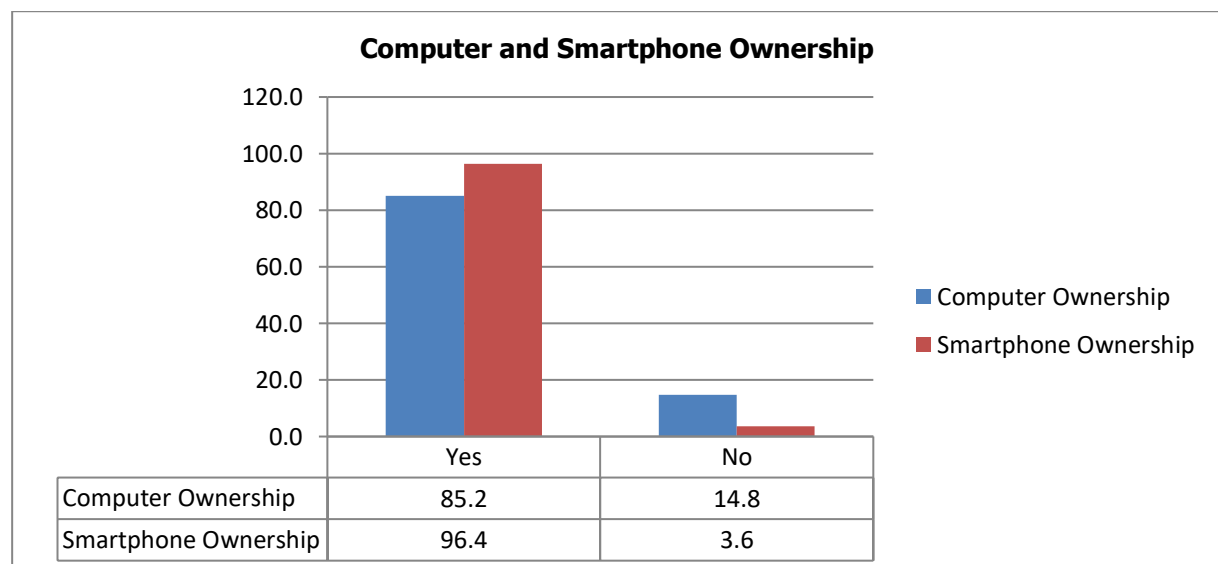|	Yes	No
Computer Ownership	85.2	14.8
Smartphone Ownership	96.4	3.6

Figure 2: Students' Computer and Smartphone Ownership

Figure 2 illustrated that the majority of participants (85.2% and 96.4%, respectively) owned a computer and a smartphone. It emphasized that technology is now inextricably linked to humans. ICT adheres to the need of information as well as can assist in obtaining and distributing of information. Technology can also increase human life quality because it can be employed in education, economy, health, and social field. ICT enables learners to access to resources and allows them to improve English language skills for managing their own learning (Lai, 2013; Reinders & White, 2016).

4.2. Frequency of ICT Use for General Purposes and English Language Learning Purposes

Two items were used to examine the frequency on how students use ICT for general and English learning purpose which are as follows: a). how long do you spend each day using ICT for general purposes? b). how long do you spend each day using ICT for English language learning?

Ten choices were given to each item, they are a). not use b). less than 1-hour c). 1 – 2 hours d). 2 – 4 hours e). 4 – 6 hours f). 6 – 8 hours g). 8 – 10 hours h). 10 – 12 hours i). 12 – 14 hours j). more than 14 hours. Figure below illustrated students' use of ICT for both general and English learning purposes.

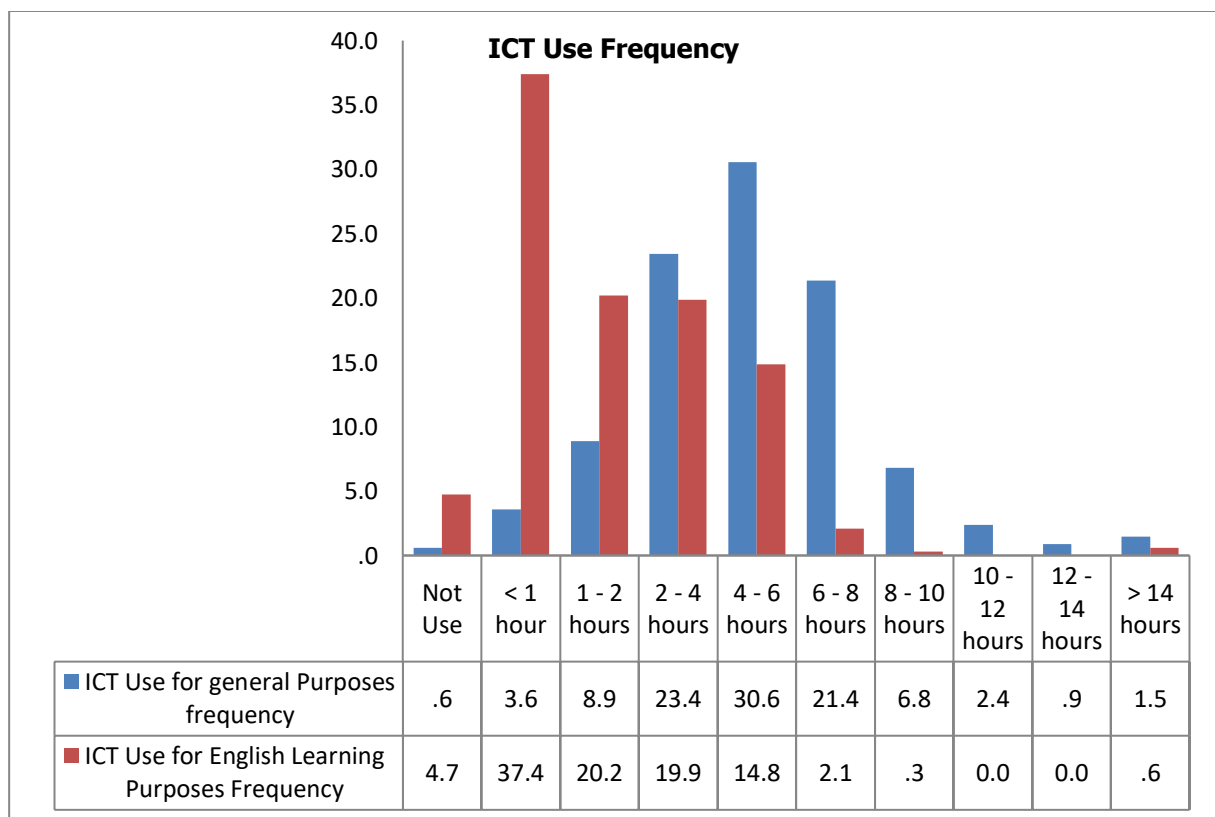|	Not Use	< 1 hour	1 - 2 hours	2 - 4 hours	4 - 6 hours	6 - 8 hours	8 - 10 hours	10 - 12 hours	12 - 14 hours	> 14 hours
ICT Use for general Purposes frequency	.6	3.6	8.9	23.4	30.6	21.4	6.8	2.4	.9	1.5
ICT Use for English Learning Purposes Frequency	4.7	37.4	20.2	19.9	14.8	2.1	.3	0.0	0.0	.6

Figure 3: Students' ICT Use Frequency

Figure 3 above illustrated the frequency of ICT use by the respondents. There is an interesting phenomenon in relation to the frequency of ICT use between general and English learning purposes. A greater number of respondents devoted more time to general ICT use. For ELL, the majority of the students only spent less than 1 hour on the usage of ICT. While, for general

reasons, the majority of the students spent 4 – 6 hours per day on using ICT. Apparently, there are some students who spent a half of a day to use ICT both for general purposes and ELL purposes, and even there are some students who never used ICT both for general purposes and ELL purposes.

4.3. Activities of ICT Use for General Purposes and English Language Learning Purposes

The next section of the questionnaire was used to analyze students' activities on using ICT for general and English language learning purposes. which are as follows: a). what kinds of activities do you use of ICT for general reasons? for this item, respondents can choose more than one answer. Ten choices were given in this item they are; using email, social media, reading online news, watching YouTube, listening to the music, using Google, using Google Map, playing computer games, online shopping, and the last other answer, in case the respondents have their own answer. b). what kinds of activities do you use of ICT for ELL purposes? Sixteen choices were given to this item, they are; utilizing online dictionary, online translation, accessing online English materials, practicing reading skill, listening skill, speaking skill, writing skill, practicing vocabulary, grammar, pronunciation, discussing assignment with friends, discussing assignment with teachers, learning English through online forum, learning English through software, learning English through game, and the last other answer, in case the respondents have their own answer. Figure below illustrated the activities of using ICT by the students both for general reasons and for English learning purposes.
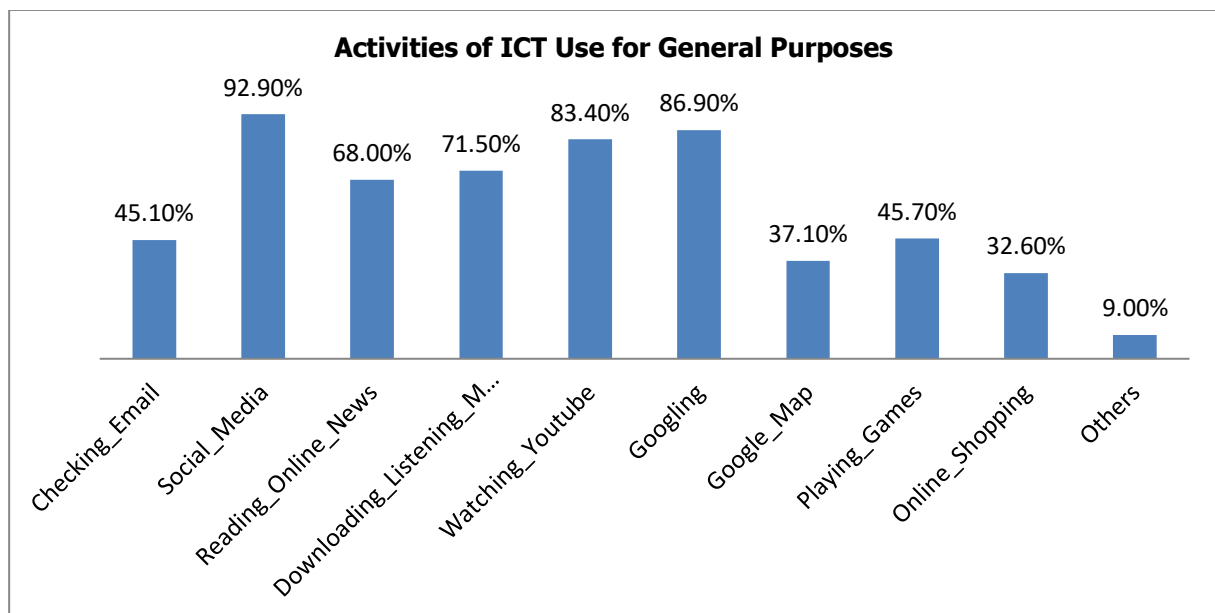

Figure 4: Activities of ICT Use for General Purposes

Figure 4 above illustrated the activities of ICT usage by the students for general purposes. There is an interesting fact related to ICT use activities for general objectives. The majority of the students spent more time on using ICT for accessing social media. Of course, it was influenced by the use of mobile devices. We have known that mobile devices or smartphones became popular in this digital era. More than 1.5 million people use mobile devices or smartphones, which is three times the number of computer users.

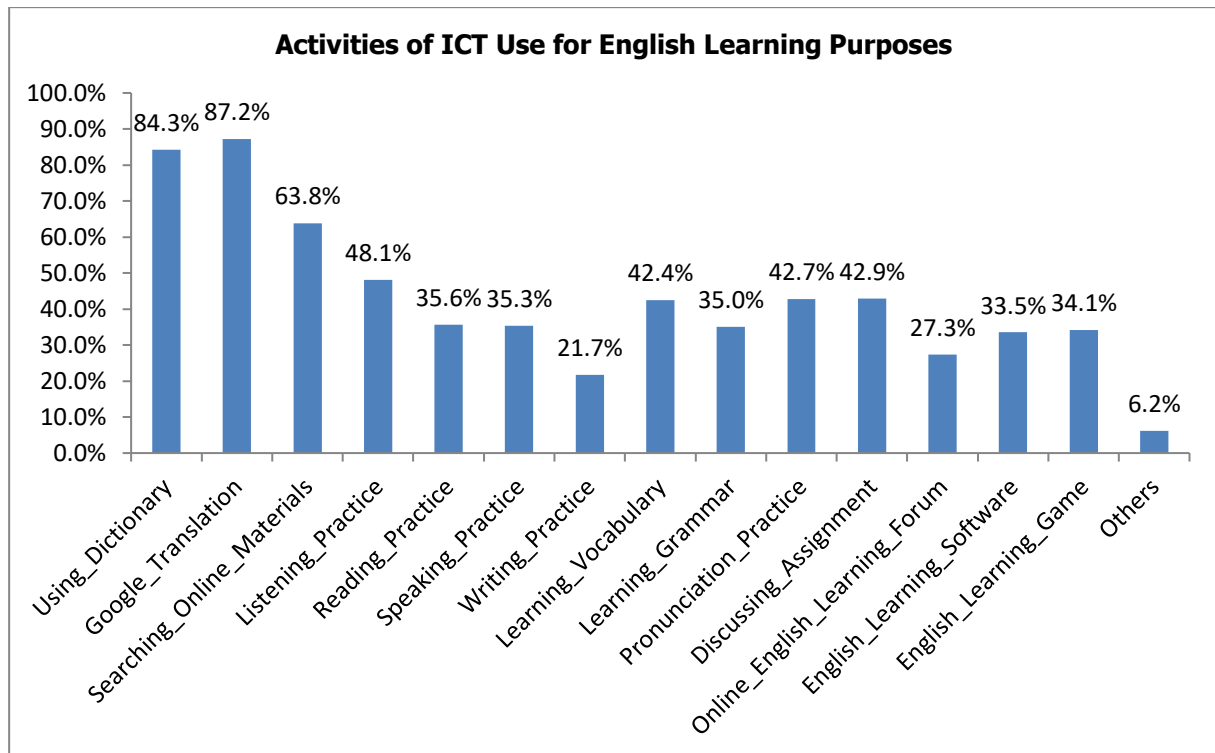**Activities of ICT Use for English Learning Purposes**

Figure 5: Activities of ICT Use for General Purposes

Figure 5 above showed the ICT use activities by the students for English learning goals. There is an interesting phenomenon regarding to the ICT use activities for ELL objectives. The majority of the learners used ICT for ELL on using Google translation. In the context of practicing English language skills through ICT, the majority of the learners used ICT for listening practice, while only a few of the students used ICT for writing practice. It might be caused by the lack of vocabularies that make the students facing the complicacy to produce words in writing English.

4.4. Students' Perception of ICT Use in ELL

The next section of questionnaire is to measure students' perceptions of ICT use in ELL. Three indicators which consist of nine items were used in this section, as follows; a). Effectiveness of ICT use in ELL (items 1 & 2), b). Improving English language skills (items 3, 4, 5, & 6), c). Enhancing English components (items 7, 8, & 9). Choices were given on 5-point Likert scales, Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). This table below displayed the descriptive frequency of students' perceptions towards ICT use for ELL.

Table 1: Students' Perceptions towards ICT use in ELL

Items	SD		D		N		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
The use of ICT helps me to learn English effectively	1	.3	10	3.0	70	20.8	187	55.5	69	20.5
The use of ICT makes understanding English learning material easier	1	.3	4	1.2	100	29.7	188	55.8	44	13.1
The use of ICT helps me to improve listening skill	1	.3	3	.9	70	20.8	189	56.1	74	22.0
The use of ICT helps me to improve reading skill	1	.3	9	2.7	92	27.3	190	56.4	45	13.4
The use of ICT helps me to improve speaking skill	0	0	8	2.4	78	23.1	195	57.9	56	16.6
The use of ICT helps me to improve writing skill	2	.6	9	2.7	111	32.9	167	49.6	48	14.2
The use of ICT helps me to acquire grammar competence	0	0	6	1.8	71	21.1	179	53.1	81	24.0
The use of ICT helps me to enhance vocabularies	0	0	8	2.4	102	30.3	166	49.3	61	18.1
The use of ICT helps me to acquire pronunciation	0	0	7	2.1	84	24.9	181	53.7	65	19.3

Table 1 above illustrated how the students perceive about ICT use in ELL. The majority of the respondents (76%) agreed on the use of ICT in ELL makes them learn effectively. They perceived that ICT in ELL provides various material sources for ELL. They also agreed (68.9%) on the adoption of ICT in ELL makes it easy to comprehend learning materials. Looking at the students' perception towards the usage of ICT on English language skills, 78.1% of the students agreed that the use of ICT in ELL can improve their English listening skill (69.8% on reading skill, 74.5% on speaking skill, and 63.8% on writing skill). 77.1%, 67.4% and 73% of the students agreed that ICT can enhance their English components competence (grammar, vocabulary, and pronunciation respectively). The survey result indicated that participants tend to practice their listening skill using ICT in ELL. They tended to work harder when teacher asks them to produce sentence or paragraph in practicing their writing skill.

4.5. Students' Expectations of ICT Use in ELL

The last section of questionnaire is to measure students' expectation of ICT use in ELL. Ten items were used in this section. Choices were given on 5-point Likert scales, Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). This table below displayed the descriptive frequency of students' perceptions towards ICT use for ELL.

Table 2: Students' Expectation towards ICT use in ELL

Items	SD		D		N		A		SA	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I hope that the use of ICT allows me to learn English more effective	2	.6	2	.6	37	11.0	209	62.0	87	25.8
I hope ICT is used more frequently in learning process to help me improve my English language skills	0	0	9	2.7	103	30.6	175	51.9	50	14.8
I hope the lecturers use ICT in English language learning	0	0	4	1.2	71	21.1	198	58.8	64	19.0
I hope lecturers deliver authentic materials and updated materials through ICT in English language learning	0	0	6	1.8	69	20.5	197	58.5	65	19.3
I hope the lecturers inform how to find and use online English learning resources	0	0	16	4.7	89	26.4	180	53.4	52	15.4
I hope ICT is used more frequently in learning process to make English learning more enjoyable	1	.3	20	5.9	136	40.4	138	40.9	42	12.5
I hope the lecturers provide learning materials that can be accessed / used outside the classroom	0	0	8	2.4	55	16.3	181	53.7	93	27.6
I would like to keep communicating and discussing about learning materials with lecturers through ICT after class ends	2	.6	12	3.6	80	23.7	178	52.8	65	19.3
I hope to join an online English learning forum to improve my English proficiency	0	0	6	1.8	65	19.3	210	62.3	56	16.6
I would like campus to provide ICT facilities that can be used for the learning process	1	.3	11	3.3	115	34.1	172	51.0	38	11.3

Table 2 above illustrated students' expectations on the integration of ICT in ELL. The majority of the students (87.8%) hoped that the integration of ICT in ELL makes students learning English effectively. They also expected that the educators inform how to look for and access online English learning resources. The survey result indicated that participants still depend on lecturers in utilizing ICT in English language learning.

4.6. The Qualitative Results

In order to strengthen the data obtained from the questionnaire, a semi-structured interview was conducted with 10 participants who completed the questionnaire. In this section, the qualitative data were illustrated briefly and the meaningful data were highlighted to strengthen the quantitative data for interpreting the overall result.

Regarding the ownership of ICT equipment, the students have both smartphones and laptops which greatly help their daily activities. All participants stated that they frequently utilize ICT tools on the basis that their daily activity is always related to technology. Smartphone is most

widely used to communicate with friends or parents in the village and to find the latest information from various platforms. With regard to this issue, one participant, P3, said, "I have a smartphone and laptop which really help me with my daily activities. I usually use a smartphone to communicate with friends or parents and to find up to date information." Similarly, P6 reported, "I have a laptop and I also have a mobile phone, but I always carry my handphone with me more than my laptop. Because with a mobile phone I can communicate with friends and family anytime and from anywhere". There is also a student who uses his smartphone to help him learn foreign languages besides English, such as Korean, Japanese and Filipino, through a website or Instagram. For example, P8, said, "I use my smartphone to learn English, Japanese, and sometimes I learn other languages such as Korean".

In terms of the duration, the students stated that using a smartphone for 6 hours a day is common. P2, reported, "when I use my smartphone depending on the activity I do, but generally I use my smartphone for about 6 hours a day". Another participant, P5, reflected, "to be honest I use my smartphone about 6 to 7 hours a day". They also state that the average time they spend varies depending on their activities. For students who prefer to be indoors, they access the internet almost every time for entertainment purposes such as playing games, using music applications, and listening to podcasts. In the past, students would spend their free time reading or playing outside the house, but this is no longer the case. It indicates that students are currently considering smartphones not only as leisure devices, but also their whole lives. Meanwhile, for some other students, the duration of the use of ICT will usually be excessive when they have additional activities related to the use of laptops such as making assignments, doing thesis, making stories both on personal blogs and Wattpad, editing video and photos, designing, and watching movie.

In relation to the integration of ICT for English language learning purposes, learners use the ICT to complete college assignments. For example, P4, asserted, "I usually use my laptop to do assignment given by the lecturer". Similarly, P7, reported, "I use ICT to learn English, to finish my homework, and it is very helpful. We can search on google for online materials and use applications to learn English". Some applications used to assist them, such as Online-Dictionary, Word Processor, and Google as search engine. Moreover, the students stated that entertainment activities such as watching English films or videos on YouTube during their free time can improve students' listening and pronunciation skills. Meanwhile, for students from advanced semesters who are writing theses, ICT is used to read journals and look for references.

Based on its duration, the average student states that they use ICT for English language learning purposes about 2-3 hours a day. P1, said, "I can spend 5 to 6 hours in using my smartphone for social media and watching film. But I only spend 2 to 3 hours using my smartphone for learning English. The duration can change depending on the students' mood to study and assignments that require students to use ICT. This indicates the lack of awareness of students to learn more independently since they only use ICT to study when they get assignments. This is an input for teachers to enhance student learning activities that involve ICT and build student awareness to improve their English competence.

The students believe that the use of ICT having a positive impact in improving their English skills. This assessment is based on several considerations. First, the learning resources that can be obtained through ICT are so numerous, students have the freedom to choose the

material they prefer to make the lesson more enjoyable. In addition, students gain new knowledge that they did not obtain in the classrooms. For example, by watching YouTube, students can practice speaking and listening skills. This is possible because students can imitate intonation, facial expressions, and correct pronunciation of English words. Students in this case unconsciously practice English skills while looking for enjoyment. For writing skills, students are greatly helped by many writing ideas that can be easily accessed. Second, ICT integration increases the effectiveness and efficiency of the learning process in a way that students can learn anytime and anywhere. In this situation, Students can follow social media, accounts, and install applications that will support their learning process. One student even stated that his English had improved after taking an online course on one of the social media platforms (Instagram) that provides writing and speaking lessons. In fact, there is an application to enrich students' vocabularies such as U-dictionary that provides new vocabulary, its meanings, and its pronunciations.

Most students agree that ICT helps them learn English more effectively. There are several reasons underlying the statement. First, unlike books that are troublesome to carry, smartphones are practical and can be accessed anywhere. Second, Smartphones make it easier for students to gain access to the numerous learning resources required. Third, books as the only learning source may lead to boredom, thus, integrating ICT could be a solution to encourage students to learn more. Fourth, ICT is not only effective but also efficient since students only need to type certain words in the browser to get what they need. However, there are some students who do not believe that ICT is effective enough to improve their English as proved from their static achievement. One of the students even stated that sometimes he needs others help to ensure the correctness of his comprehension. Responding to this, teachers should not allow students to surf without stating purposeful learning objectives and involving clear assessment towards the activities.

The students argue that ICT is inseparable necessity of 21st century life, unexceptionally, education field. In this case, technology needs to be involved in boosting students' interest in learning so they will be more enthusiastic and enjoy the learning process. Furthermore, monotonous classes can be avoided and learning becomes festive which results in learning efficiency. As prospective teachers, the students are required to recognize technology that can be used in teaching. This knowledge becomes important when prospective teachers are required to be creative in creating learning activities and materials. Yet, there is a note that the technology is explained in detail before it is implemented in the classroom.

In the future, there are some students' expectations towards the ICT integration in learning English. First, instructors are asked to be more aware of technology, because the use of ICT can create varied and enjoyable learning atmosphere. In addition, students can be more interested in learning when they see new things brought by their teacher. Second, the lecturers are hoped to be able to increase the use of ICT not only as a tool to deliver material in the classroom, but also as a medium for delivering and gathering assignments. This aims to make it easier for students as well as teachers. Nevertheless, its use must still be adjusted to the ability of students because not all students understand technology. Teachers are expected to familiarize students in using ICT and provide assistance in classroom activities that involve ICT. Third, the presence of ICT in classroom learning is expected to develop students' teaching abilities so that they are not blind to technology and can make the best

use of it. In other words, through effective tutorials, software usage practices, and ways of making software, students become more independent and technologically savvy.

5. Discussion

The major findings from both survey and interview results matched with the students' perceptions and expectations. In other words, from both quantitative and qualitative data were coherent and related to each other.

When discussing about the frequency with which ICT is used for general purposes, the quantitative data showed that the majority of the students spent more time on using ICT for accessing social media. This finding in accordance with interview result stated that using a smartphone for 6 hours a day is common.

For the frequency of ICT use for ELL, the survey result indicated that the majority of the students used ICT for ELL is to use Google translation. In the context of practicing English language skills through ICT, the majority of the students used ICT for listening practice. It is coherent with the interview result that entertainment activities such as watching English films or videos on YouTube during students' free time can improve students' listening and pronunciation skills. These findings were confirmed by the study from Tri & Nguyen (2014) when they found that the students spent more day using ICT for communication and entertainment activities. And also, they used ICT for ELL purposes to practice their English language skills (Lai et al., 2022).

When it comes to students' perception towards ICT usage in English learning, the survey result illustrated that the majority of the students (76%) agreed on the use of ICT in ELL makes them learn effectively. Looking at the students' perception towards ICT usage on English language skills, 78.1% of the students agreed that the use of ICT in ELL can improve their English listening skill. 73% of the students agreed that ICT can enhance their grammar competence. This survey results matched to interview finding, which mentions that numerous learning resources that can be obtained through ICT enable students to have the freedom to choose the material they like so that the lesson is more enjoyable (Rosell-Aguilar, 2018). In the end, students are encouraged to know and learn more related to any kind of skills. Similar findings were also found in Khaloufi & Laabidi (2017) who found that the impact of ICT skill to make effective learning. The Impact of ICT use also can improve students' English language skills (Jalaluddin, 2016; Levy & Steel, 2015).

The last section discussed about students' expectation towards the use of ICT in ELL. The survey result indicated that the majority of the students (87.8%) expected that the use of ICT in ELL makes them learn effectively. They also expected that the lecturer informs how to find and access online English learning sources. This findings in accordance with the interview result, as this evidence showed, teachers are expected to familiarize students in using ICT and provide assistance in classroom activities that involve ICT. Moreover, the use of ICT can create varied and enjoyable learning atmosphere. These results were in agreement with the previous study by Alfarwan (2019) who found that the students tend to develop their engagement in English language learning through ICT use. Hence, EFL teachers should consider using ICT more frequently in the classrooms to enhance English language learning among students (Hu & AlSaqqaf, 2021), but they also said that the optimum utilization of ICT intervention in English language learning needs more research.

6. Conclusion

To sum up, this study highlighted that the majority of the students owned both a computer and a smartphone. They spent more time using ICT for general purposes such as using social media, YouTube, and Google than for English language learning purposes. Aside from that, they using google translation, searching online materials, and practicing English skills when they used ICT for ELL purposes. They also showed positive attitudes towards the use of ICT in English language learning and teaching. On the one hand, they showed positive perception towards the use of ICT in English language learning. On the other hand, they still depend on the teacher to provide them online English learning materials.

The learners expected that using ICT would help them learn English more effectively. They also expected ICT to be utilized more frequently in the English language learning process to help them enhance their English abilities. The majority of students responded that ICT facilities were available on campus and that they anticipated that the institution to provide improved ICT facilities that they could utilize in the teaching and learning process. Some students are unaware of the potential benefits of using ICT for English language learning. Consequently, students must obtain ICT training to increase their ICT literacy in order to maximize the use of ICT for English language learning.

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