

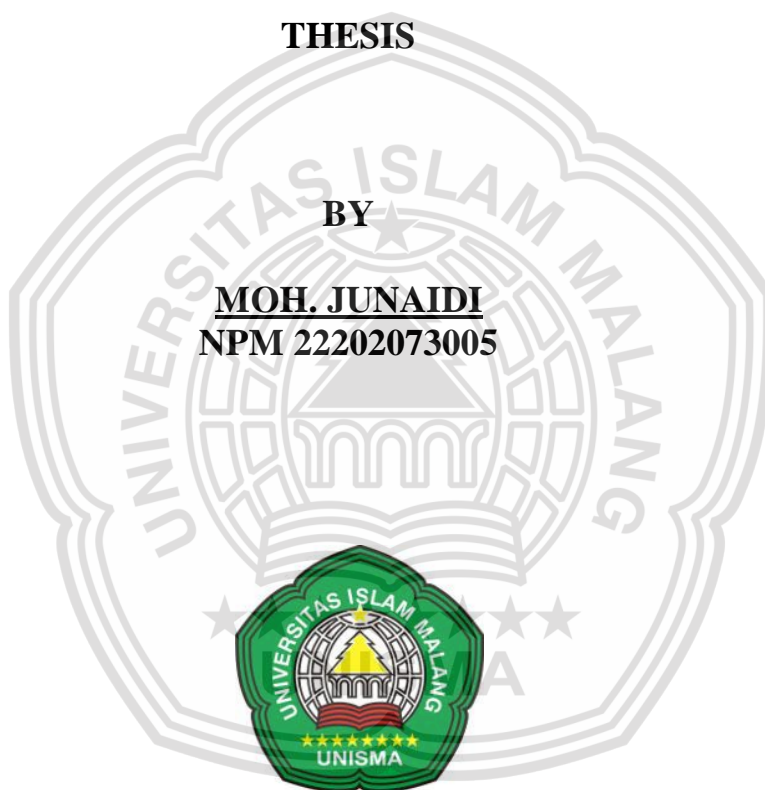


**A LOOK AT EFL STUDENTS' PERCEPTIONS AND
MOTIVATION OF USING INFORMATION AND
COMMUNICATION TECHNOLOGY (ICT) IN LEARNING
SPEAKING: A MIX-METHOD STUDY**

THESIS

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**UNIVERSITAS ISLAM MALANG
POSTGRADUATE PROGRAM
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**A LOOK AT EFL STUDENTS' PERCEPTIONS AND MOTIVATION OF
USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
IN LEARNING SPEAKING: A MIX-METHOD STUDY**

THESIS

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By

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ABSTRACT

Junaidi, Moh. 2024. *A Look at EFL Students' Perceptions and Motivation of Using Information and Communication Technology (ICT) In Learning Speaking: A Mix-Method Study*. Thesis. English Language Education Study Program, Postgraduate Program, Universitas Islam Malang. Advisors: (I) Dr. Alfian Zuhairi, M.P.d., (II) Dr. Dzul Fikri, S.S., M.Pd.

Keywords: *student perception, motivation, communication, technology*

The development of ICT has greatly impacted various aspects of life, such as communication and education. ICT-based learning media in classrooms help students grasp material better. The availability of devices and increased internet connectivity has driven the use of ICT in education. This study focuses on EFL students' perceptions and motivations towards using ICT for speaking English. By understanding their perceptions, teachers can develop more effective strategies. This research is important for educational practitioners, teachers, and curriculum designers. Overall, this study aims to understand the perceptions and motivations of EFL students when using ICT in English learning.

This study examines the perceptions and motivations of EFL students towards using ICT. It utilizes a mixed methodology, combining quantitative and qualitative analysis. The research provides a detailed explanation of the study's design, setting, participants, data collection, analysis procedures, data quality, and research ethics. It employs an explanatory sequential mixed methods design, gathering quantitative data through online surveys and qualitative data through interviews. The research is conducted at Universitas Islam Malang, involving randomly selected EFL learners. The study employs structured interviews and an online survey, with 33 participants for the survey and 6 participants for interviews. Data collection includes surveys and in-person interviews, while data analysis incorporates both quantitative and qualitative methods. The researcher ensures data quality and adheres to research ethics.

The research found that EFL students view ICT as useful and easy to use when learning speaking skills. It enhances the learning process by providing tools and methods that make it more effective and enjoyable. Students can access learning materials, practice speaking, and monitor their progress through ICT. Motivation plays a crucial role, as students showed high levels of motivation when using ICT. The combination of motivation, effort, and ICT significantly improved their speaking skills, making English learning more enjoyable and effective.

Most participants had a positive view of ICT, finding it useful and effective in making learning more engaging and enjoyable. They believed ICT allowed them to practice speaking in real-life contexts, increasing their interest and motivation.



Participants found language learning applications and e-learning platforms easy to use, making English speaking easier. The use of ICT also boosted their confidence and self-efficacy, while providing immediate feedback and evaluation. Overall, ICT is considered a valuable tool for enhancing EFL students' speaking skills and motivation to continue learning.

Using ICT in English language learning is seen positively by EFL students, benefiting them with easy access to digital resources that enhance communication skills. Educators should continue using ICT to motivate students, while researchers should compare its impact with conventional methods.



ABSTRAK

Junaidi, Moh. 2024. *Melihat Persepsi dan Motivasi Siswa EFL dalam Menggunakan Teknologi Informasi dan Komunikasi (TIK) dalam Belajar Berbicara: Sebuah Studi Metode Campuran*. Tesis. Program Studi Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang. Pembimbing: (I) Dr. Alfian Zuhairi, M.P.d., (II) Dr. Dzul Fikri, S.S., M.Pd.

Kata kunci: persepsi siswa, motivasi, komunikasi, teknologi

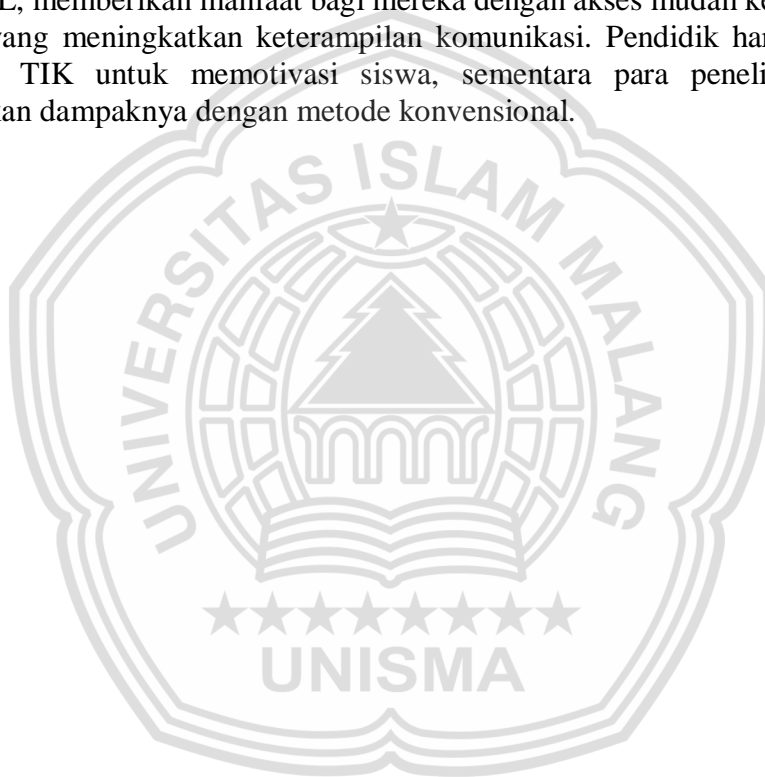
Perkembangan TIK telah memberikan dampak yang sangat besar terhadap berbagai aspek kehidupan, salah satunya dalam bidang komunikasi dan pendidikan. Media pembelajaran berbasis TIK di ruang kelas membantu siswa untuk memahami materi dengan lebih baik. Ketersediaan perangkat dan peningkatan konektivitas internet telah mendorong penggunaan TIK dalam dunia pendidikan. Penelitian ini berfokus pada persepsi dan motivasi siswa EFL terhadap penggunaan TIK dalam pembelajaran bahasa Inggris. Dengan memahami persepsi mereka, guru dapat mengembangkan strategi yang lebih efektif. Penelitian ini penting bagi praktisi pendidikan, guru, dan perancang kurikulum. Secara keseluruhan, penelitian ini bertujuan untuk memahami persepsi dan motivasi siswa EFL ketika menggunakan TIK dalam pembelajaran bahasa Inggris.

Penelitian ini meneliti persepsi dan motivasi siswa EFL terhadap penggunaan TIK. Penelitian ini menggunakan metodologi campuran, menggabungkan analisis kuantitatif dan kualitatif. Penelitian ini memberikan penjelasan rinci tentang desain penelitian, pengaturan, peserta, pengumpulan data, prosedur analisis, kualitas data, dan etika penelitian. Penelitian ini menggunakan desain metode campuran berurutan yang bersifat eksplanatori, mengumpulkan data kuantitatif melalui survei online dan data kualitatif melalui wawancara. Penelitian ini dilakukan di Universitas Islam Malang, dengan melibatkan pelajar bahasa Inggris yang dipilih secara acak. Penelitian ini menggunakan wawancara terstruktur dan survei online, dengan 33 peserta untuk survei dan 6 peserta untuk wawancara. Pengumpulan data mencakup survei dan wawancara langsung, sementara analisis data menggabungkan metode kuantitatif dan kualitatif. Peneliti memastikan kualitas data dan mematuhi etika penelitian.

Penelitian ini menemukan bahwa siswa EFL memandang TIK sebagai sesuatu yang berguna dan mudah digunakan saat belajar keterampilan berbicara. TIK meningkatkan proses pembelajaran dengan menyediakan alat dan metode yang membuatnya lebih efektif dan menyenangkan. Siswa dapat mengakses materi pembelajaran, berlatih berbicara, dan memantau kemajuan mereka melalui TIK. Motivasi memainkan peran penting, karena siswa menunjukkan tingkat motivasi yang tinggi ketika menggunakan TIK. Kombinasi antara motivasi, usaha, dan TIK secara signifikan meningkatkan kemampuan berbicara mereka, membuat pembelajaran bahasa Inggris menjadi lebih menyenangkan dan efektif.

Sebagian besar peserta memiliki pandangan positif terhadap TIK, menganggapnya berguna dan efektif dalam membuat pembelajaran menjadi lebih menarik dan menyenangkan. Mereka percaya bahwa TIK memungkinkan mereka untuk berlatih berbicara dalam konteks kehidupan nyata, meningkatkan minat dan motivasi mereka. Para peserta merasa bahwa aplikasi pembelajaran bahasa dan platform e-learning mudah digunakan, sehingga membuat mereka lebih mudah berbicara dalam bahasa Inggris. Penggunaan TIK juga meningkatkan kepercayaan diri dan efikasi diri mereka, sekaligus memberikan umpan balik dan evaluasi secara langsung. Secara keseluruhan, TIK dianggap sebagai alat yang berharga untuk meningkatkan kemampuan berbicara dan motivasi siswa EFL untuk terus belajar.

Menggunakan TIK dalam pembelajaran bahasa Inggris dipandang positif oleh siswa EFL, memberikan manfaat bagi mereka dengan akses mudah ke sumber daya digital yang meningkatkan keterampilan komunikasi. Pendidik harus terus menggunakan TIK untuk memotivasi siswa, sementara para peneliti harus membandingkan dampaknya dengan metode konvensional.



CHAPTER I INTRODUCTION

In this chapter, five main points have been explored. These are (1) research background, (2) research questions, (3) research objectives, (4) research significance, (5) definition of key terms.

1.1 Background of the Study

In the global context of language learning, speaking skills hold a pivotal role in mastering English as a Foreign Language (EFL). Before the advent of Information and Communication Technology (ICT), EFL students faced numerous difficulties in learning speaking skills. This study aims to bridge this knowledge gap by investigating EFL students' perceptions and motivation for using ICT in learning speaking. Over the past decades, Bahrini & Qaffas, (2019), stated that the spread of ICT (information and communication technology) has dramatically changed the world into an information society. So, the development of information and communication technologies at this time has brought a lot of very rapid and significant changes in various aspects of life. So many things we feel from the development of this technology are the ease of communication and so on. As stated by Murtafiah et al., (2019) the world of information and communication technology (ICT) world continues to develop dynamically.

Therefore, this development of technology is not only easy in terms of communication but also included in education. The learning process needs to be based on learning media based on ICT to develop the spirit of learning in students

so that it is not monotonous with the module of the textbook. The use of media in the classroom is extremely important as it helps students understand what is being taught (Yusrizal et al., 2019). Learning media is used as a means of supporting the learning process so that learning goals can be achieved (Puspitarini & Hanif, 2019). Learning media are tools in physical and non-physical forms that teachers use to communicate content to their students more effectively and efficiently. In other respects, the accessibility and availability of devices such as computers, laptops, tablets, and smartphones, as well as increased Internet connectivity, are the drivers of the use of ICT-based learning media. Advances in technology facilitate the learning process. Afradisca & Desnita, (2019) stated the learning process can be supported by several learning resources.

Furthermore, ICT-enabled teaching is believed to bring vibrancy and interaction to the EFL classroom (Azmi, 2017). The use of ICT in learning provides a variety of media and resources to enrich the learning process. For example, interactive multimedia content such as video, audio, images, and animations can be used to illustrate concepts, present information, and make learning more interesting and interactive for students. The use of ICT media in learning facilitates the preparation of learning materials for educators and helps create a learning environment that is self-directed, effective, active, creative, and enjoyable (Bahri et al., 2021). Teachers' preparation and skills for the use of ICT play an important role in the use of ICT in education (Ghavifekr & Rosdy, 2015). Teachers should have knowledge and understanding of the importance and advantages of ICT to effectively integrate it into their lessons Warwick and Kershner (2008), cited in

(Ghavifekr & Rosdy, 2015). The advancement of technology has a positive impact on the education sector and has a significant impact on the teaching and learning of teachers and students (Toha et al., 2023). So, to make learning interesting, educators can take advantage of ICT media because ICT media can provide facilities for preparing interesting student materials so that students can have high motivation for learning. Learning media as a means of improving the quality of education is very important in the learning process (Setuju et al., 2020).

Through the use of learning media, it is expected that learning materials will be accepted by students faster and that students will be more motivated to learn (Puspitarini & Hanif, 2019). ICT-based learning has become essential (Murtafiah et al., 2019) to develop a more effective approach to student learning. ICT in the form of interactive multimedia programs and the compilation of teaching materials (Budiarto et al., 2021) integrated into the environment represents an innovative approach to the implementation of learning and is considered suitable for solving problems that arise during the learning process.

Furthermore, teacher collaboration can help strengthen student learning processes and encourage a positive learning environment. ICT-based learning media enable collaborative learning in which students can interact and collaborate online with other students and with teachers. Collaborative learning is sustained in group interaction and promotes socialized learning with cognitive, social, and mentoring presence (Hern et al., 2019). It provides an opportunity to share knowledge, gain feedback, and encourage active discussion, thereby enhancing understanding and the learning experience. Students can benefit from collaborating

with their teachers if their teaching and practice are developed and enhanced through peer mentoring, a valuable attribute of collaboration (Houghton et al., 2022).

The existence of such relationships aims to clarify how collaborative learning and a sense of community interaction influence online learning experiences, especially learner satisfaction and outcomes (Chatterjee & Correia, 2020). Through collaboration in learning, it can enhance or develop their knowledge. In addition, the ICT-based learning environment also supports independent learning. Students can use learning resources independently, review materials as needed, and learn at their level. Online learning platforms, such as online courses or interactive modules, allow students to study the material independently and gain a deeper understanding.

As well, the use of ICT enables quick access to the latest information and relevant resources. With the Internet, students can search for material from a variety of sources, including scientific journals, e-books, video tutorials, and current news. This allows for more cutting-edge learning and prepares learners to face challenges in an ever-evolving world. Developing ICT-based learning requires qualified educators and, of course, a lot of understanding of the world of technology, so it is not too difficult if faced with technology-based learners. The main key to a country's educational success lies in the quality of its teachers. Domestically owned (Yusrizal et al., 2019) Teachers are an important factor in determining the direction and purpose of education. With a qualified teacher, learning goes well.

The role of ICT in learning not only helps students learn but also plays an important role for teachers, especially in the availability of equipment to improve teaching skills (Zen et al., 2022). In the learning process, the teacher training program is very important for the teacher to add to their knowledge.

A well-designed teacher training program is essential to meet the demand of today's teachers who want to learn how to use ICT effectively for their teaching (Ratheeswari, 2018). As technology evolves, teachers must be able to master technology to develop ICT-based learning media (Hidayah et al., 2020). Consequently, the quality of an educator also determines or will be a factor in student success in the learning process. Furthermore, the use of more interactive and engaging ICT-based learning media increases student participation and motivation in learning. Multimedia elements such as animation, video, and educational games can make learning more enjoyable and motivate students to be more engaged.

On the other hand, some researchers have recently been conducting research on the use of ICT tools and applications in the field of English education. established research entitled how elementary school teachers use ICT-based learning media (Hidayah et al., 2020). It was found that teachers have good ideas about the use of ICT in learning activities. However, the implementation of ICT-based media is not optimal. In another study, it showed that the use of ICT to implement project-based learning can improve students' speaking skills through their participation in the project (Suryani & Argawati, 2023). Then, found that most teachers responded positively to the use of ICT in teaching English in primary

schools in their research study (Sutiyono et al., 2023). Also, conducted a study on the topic of EFL Teachers' Perception of the Effectiveness of ICT-ELT Integration During the COVID-19 Pandemic (Fitri & Putro, 2021). Also found the majority of EFL teachers viewed ICT integration positively due to its effectiveness. However, lack of internet access, low levels of technical support from schools, and limited ICT knowledge and training were also reported to discourage ICT use.

In summary, previous studies seem to focus only on teachers using ICT learning media in language teaching. Although many studies have been conducted on the use of IT, this study stands out from the others. Therefore, this study focuses on university students majoring in speaking. This study focuses on students' perceptions and motivations about using ICT in learning speaking. Furthermore, this study uses a mixed method design to comprehensively understand EFL students' perceptions and motivations regarding the use of ICT in learning English. This study focuses on (1) Students perception in the use of ICT in learning speaking and (2) the students are motivated in using ICT for learning speaking.

1.2 Research Question

Therefore, researchers have formulated a research question that aims to investigate.

1. How do EFL Students perceive the use of ICT in learning speaking in terms of usefulness and ease of use?
2. To what extent are EFL students motivated in using ICT for learning speaking in terms of self-efficacy?

1.3 Research Objective

In the current era of globalization and technology, the application of ICT has become an integral part of education, especially in learning to speak English as a foreign language (EFL). This research aims to further explore EFL students' perceptions and motivations regarding the use of ICT-based technology in learning speaking. This research aims to answer important questions, such as how EFL students perceive the use of ICT in learning speaking.

A deeper understanding of EFL students' motivation and technological advances in speaking English language learning is essential for developing more effective learning strategies and supporting the development of language skills in this digital era. This research aims to identify EFL students' motivation towards using ICT in learning speaking.

1.4 Significance of Research

This study is of great practical importance as it can provide valuable information to educational practitioners, English teachers, and curriculum designers. The development of information and communication technologies (ICT) has influenced almost every aspect of our lives, including language learning. By understanding students' perceptions and motivations regarding the use of ICT for learning English, teachers and education policymakers can develop more effective and relevant learning strategies. For example, if students show great interest in using mobile apps to practice English, teachers can incorporate more technological tools into their lessons.

Therefore, this study provides detailed insights into English learners' perceptions and motivations towards using ICT to speak English. If we look at the results and analysis of this study in detail, we can see that the development of teaching methods and the use of technology in learning English have significant benefits. This study provides detailed information about how English learners perceive the role of ICT in the learning process. By understanding this information, we can gain insight into their preferences, the challenges they face, and the impact of technology on their attitudes toward learning English.

From a theoretical perspective, this study can contribute to understanding students' motivations and opinions on the use of ICT in language learning. In addition, this study also discussed the motivational factors that lead English learners to learn English using technology. This provides important information about factors that can improve student engagement and academic performance.

The results of this study have important implications for the development of ICT-based learning. A deeper understanding of student preferences and motivations can help teachers and curriculum designers develop more appropriate and effective approaches. This study has the potential to enrich the existing literature in the area of English learning and ICT use by combining qualitative and quantitative perspectives. The results can serve as a basis for further investigations.

1.5 Definition of Key Terms

To better understand the terms used in this study, here are short definitions:

a. *EFL Students*

This term means EFL: stands for "English as a Foreign Language". A person who is not a native speaker of English and is learning English in a region or country where English is not the main language.

b. *Perception*

It refers to an individual's way of interpreting things, comprehending, and making sense of information and experiences. The background of this research is about how EFL students view or understand the use of ICT (Information and Communication Technology) in learning English.

c. *Motivation*

Internal or external factors that direct a person to certain behavior. In this case, EFL students are motivated to learn English using ICT-based methods. Motivation can be influenced by a variety of factors, including personal interest, perceived benefits, and external rewards.

d. *Speaking English Learning*

This term refers to a person's process of acquiring skills from what he or she does in listening, speaking, reading, and writing in English. English learning occurs in a variety of situations. This research focuses specifically on how ICT-based methods influence the learning process.

e. *Mix-method study*

This method is a research approach that combines quantitative and qualitative research methods. In this research, researchers will use a combination of quantitative and qualitative data collection and analysis techniques to comprehensively understand EFL students' perceptions and motivations regarding the use of ICT-based methods in English language learning.



CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter summarizes the results and discussion, followed by several recommendations for future research.

6.1 Conclusion

The conclusions of this study show that EFL students have a positive perception of the use of ICT in English -speaking learning, both in terms of its usefulness and ease of use. Respondents also consider the use ICT can significantly improve their motivation through their self-efficacy.

First, in terms of usability, respondents feel that ICT is very useful in learning to speak English. Access to a variety of digital learning resources such as video, interactive applications, and authentic material enriches their learning experience and provides an opportunity to practice speaking in a more varied and realistic context. This allows them to improve their communication skills more effectively.

Second, in terms of ease of use, the respondents said that the technology used in learning English was designed with an intuitive and easy-to-use interface. Features such as simple navigation, clear user guidance, and adequate technical support allow students to easily adopt and use ICT without encountering many technical obstacles. This allows them to focus on learning itself, without being disturbed by technological problems.

Third, related to motivation, this study found that the use of ICT increases the self-efficacy of respondents, which in turn boosts their motivation in learning to speak English. Evaluation and direct feedback from e-learning applications and platforms help understand their progress and fix their weaknesses quickly. Respondents are more motivated to learn more when they have confidence in their ability to speak.

If students are constantly using ICT, it is possible that they can become autonomous learners. The use of ICT provides multiple accesses to different learning methods, provides flexibility of time and place of learning, and provides important feedback in real time. In addition, the utilization of ICT helps students develop their knowledge of technology and literacy, not only helping them in the learning process but also preparing them to be competent people in the digital era and enhancing collaboration and improving communication. ICT encourages students to take responsibility for their learning and become more independent.

Overall, the findings confirm that the use of information and communication technology (ICT) in learning English provides a range of significant benefits. Therefore, it is recommended that educators and educational institutions continue to adopt and optimize the use of ICT in their curricula. Thus, it can be expected that EFL students will be more motivated and able to improve their speech skills more effectively

6.2 Suggestion

The results show that there are some suggestions that can be considered to improve the effectiveness of the use of information and communication technology in English language learning by EFL students. These suggestions are based on respondents' perceptions of the usefulness of the technology, ease of use, and motivation to cooperate with others.

On the basis of the aforementioned explanation, the author proposes the following suggestions:

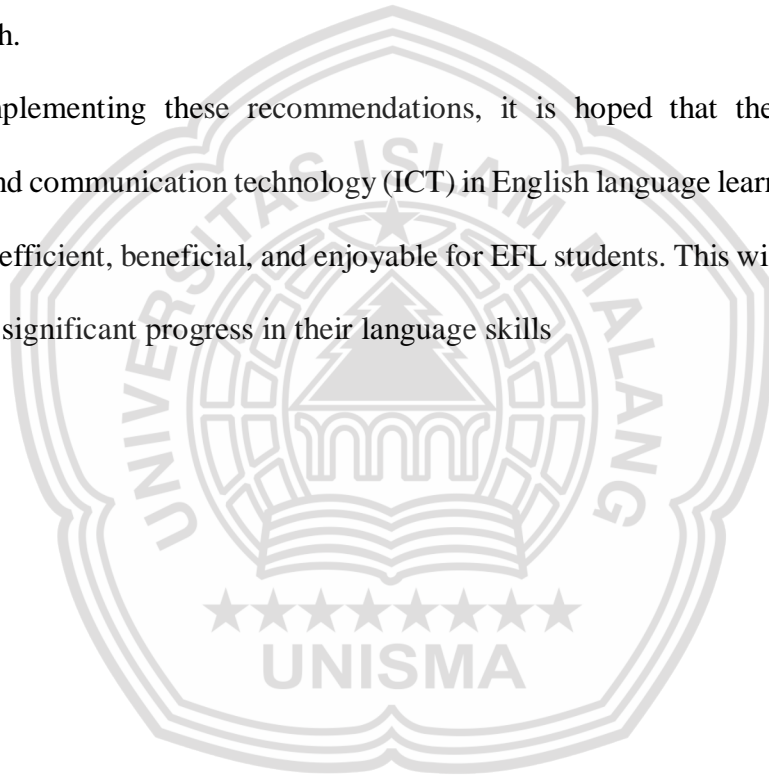
a. For English teachers and students

English teachers should make lessons more interesting and useful to students, educators should be able to create topics that are relevant to real-life situations. Educators should provide more interactive exercises to their students that resemble real discourse. English teachers should provide students with access to various learning resources, such as podcasts, videos, and language learning apps. These resources can enhance students' learning experiences and provide them with more opportunities to practice. An English teacher should continue to learn how to use ICT. They should also attend training on using ICT in learning. For students, it is recommended that they be able to utilize the various ICT tools and applications available to practice skills in speaking English. For students, it is recommended that they study in groups with peers and native speakers. It will help improve speaking skills and confidence. Students are advised to focus when learning to use ICT.

b. For future researchers

Future researchers are advised to further explore the impact of using ICT on EFL students' speaking skills. Conduct a comparative study between conventional learning methods and ICT to determine the advantages and disadvantages of each method. Future researchers should focus on how ICT can further enhance students' self-efficacy and motivation in learning English.

By implementing these recommendations, it is hoped that the use of information and communication technology (ICT) in English language learning will become more efficient, beneficial, and enjoyable for EFL students. This will enable them to make significant progress in their language skills



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