CHAPTER 1

INTRODUCTION

This chapter presents about background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms.

A. Background of the Study

The rapid expansion of Information and Communication Technology (ICT) has had an impact on many sectors of human existence, particularly education. (Hussein, 2017; Isisag, 2012). As a result, throughout the last fifty years, Information and Communication Technology (ICT) has made significant advances in the field of education. (Asil et al., 2014). The usage of ICT has become a new trend since the COVID-19 till now, particularly in English language learning where it is used as a method in the learning process. Before to the pandemic in Indonesia, the application of ICT in the learning process was not as extensive. Despite being pushed by Indonesian national policies to begin using technology in learning practices, students frequently used conventional methods in their learning process. However, due to the current pandemic, the use of technology in the learning process has rapidly increased and become significantly important (Maru et al., 2021).

Students can enhance their learning strategies and increase their learning results by using ICT (Aytekin & Isiksal-Bostan, 2019; Torsani, 2016). Students must improve their capacity to use ICT to support in the learning process (Sudiran, 2016). In the twenty-first century, ICT in the form of digital literacy becomes one of the abilities that students must master in addition to verbal and numerical literacy (Abraham et al., 2022; Hafifah, 2020). Indeed, a review of the research on the use of new technologies in English language learning revealed that efficient use of new technologies increases learners' language learning skills (Ahmadi, 2018). Thus, the use of ICT for education, especially English language learning has become a necessity that is carried out in the course of learning.

According to (Dogan, 2013), Teachers must educate students how to access information sources as part of the educational process in order to keep up with the expansion of knowledge and abilities that students should learn as a result of information distribution but cannot be taught in schools. In this case, Using ICT to get data is essential for the teaching and learning process. The use of information and communication technology (ICT) can also help pupils improve their academic performance (Sudiran, 2016). One of the aspects considered in order to ensure successful technology implementation is user attitudes (Aytekin & Isiksal-Bostan, 2019). The fact has attracted the researcher's desire to find out more about students' attitudes toward the use of ICT in English language learning.

Several factors have been considered in order to understand the usefulness and utility of technology in the classroom and school curriculum. Student engagement is one of the elements that influence it. (Fredricks et al., 2004) stated that "Behavioural engagement, emotional engagement, and cognitive engagement" are three different criteria that describe student engagement. The definition of attitudes toward ICT use is a person's general assessment or feeling that can measure how well they learn to use ICT (Abedalaziz et al., 2013). Literature surveys have shown that there is a close correlation between attitudes and the use of ICT with learning in classrooms (Hoesni et al., 2020). Due to this fact, researcher need to do more research about students' attitudes of using ICT, especially in English language learning.

One of the most essential aspects influencing English language proficiency is attitude. Researchers all over the world have used this term to guide their attempts to increase their language learning possibilities (Jafre et al., 2012; Noursi, 2013; Tahaineh & Daana, 2013). There are three components to attitude toward an object, such as language: cognitive, emotive, and behavioural. (Campbell & Baker, 1993). Students' attitudes can be seen through these three aspects. As stated by Gardner (1985) in (Crookall, 1987), An individual's attitude can convey some significant aspects of their personality, such as who they are and what they believe in. (Al samadani & Ibnian, 2015)

stated that Attitudes can be defined as a proclivity to respond positively or negatively to a specific thing, idea, person, or situation. As a result, attitudes can have a significant impact on how people handle many situations in life, including foreign language learning. Individuals with optimistic attitudes are thought to improve more quickly in foreign language learning. Attitude can express certain fundamental characteristics of a person's personality, such as who they are and what they believe in.

Based on the writer's personal experience, in a university environment, the use of ICT is crucial. moreover, in the past two years, there has been a COVID-19 pandemic where students are required to use technology in all learning activities, especially English. This has an impact on students' attitudes. Some are more convenient to use technology and some are not. According to (Whitley, 1997) in (Asil et al., 2014) gender is an essential variable in human-computer interaction because computers are believed to be more acceptable for males, computer games and software are more male-oriented, and computer use is associated with masculine subjects rather than feminine ones. Boys use computers more than girls, spend more time online, have more experience, and have a more positive attitude toward technology. Girls, on the other hand, use computers less frequently and are less interested in and confident in their technological abilities. These facts have been confirmed by some research cited in (Asil et al., 2014) that revealed a wide gender gap in using information and communication technology.

Dealing with investigating the using of ICT, (Guillén-Gámez et al., 2019; Hafifah, 2020) focused on the teacher's perspective towards using ICT. The finding of their study indicates that there were no differences regarding gender in using ICT. (Drigas & Charami, 2014) widely discussed about ICT in general way without comparing the gender. (Hayati et al., 2021) investigated the correlation between ICT and learning attitude but focused on students' paragraph writing. They revealed that there was a close correlation. By reviewing those previous studies, it is possible to infer that the features of students' attitudes about ICT use have yet to be fully discovered. Previous

research has also not examined the differences in attitudes between male and female students in Islamic universities. The researchers think it is important to conduct research that focuses on students of Islamic universities. Is there a difference between the attitudes of male and female in the use of ICT as found by previous studies or not. Seeing that problem in this environment, the students' attitude phenomenon can be found here and be interesting to be investigated, especially in Islamic university.

Considering of that situation, this study aims to measure and investigate student's attitudes in cognitive, affective, and behavioural aspects (Campbell & Baker, 1993) theory towards using ICT in English language learning in Islamic university with regard to the gender gap between male and female. For this reason, the researcher decides to conduct this study with title "The Students' Attitude of Using Information and Communication Technology in English Language Learning". As a result, the research findings are intended to be used as one of the inputs in selecting the learning steps to encourage and increase students' attitudes in the Islamic university environment.

B. Formulation of Research Questions

Based on the background of the study, the major research question is stated as follows "Is there any significance difference in students' attitudes between male and female about using ICT in English language learning?"

C. Purpose of the Study

Based on the research question, the purpose of the research can be stated as to find out that whether there is a significant difference in students' attitudes between male and female about using ICT in English language learning or not.

D. Formulation of Hypothesis

The hypothesis of this research is formulated by the researcher as follows:

H_1 : there is a significant difference in students' attitudes between male and female about using ICT in English language learning.

H_o : there is no a significant difference in students' attitudes between male and female about using ICT in English language learning.

E. Significance of the Study

Theoretically, this research should provide some information on the evolution of language teaching and learning, particularly understanding attitudes toward the use of information and communication technologies in English language learning.

Furthermore, in the field of practical function, the importance of this study is anticipated to be helpful for students, lecturers, and more research. For students, this will not only push them to be more disciplined and can motivate them to learn English, but it will also help them become more aware of their own attitudes about learning the language. The lecturers might also make the most of their teaching abilities and be more creative in coming up with new methods of teaching English in order to pique the students' curiosity and increase their desire to participate in the teaching and learning process. This information could help the lecturers understand the students' attitudes precisely. It is hoped that this research will serve as a reference and a guideline for future studies that examine student perceptions. The most crucial factor is it expected that the results of this study will serve as a foundation for future research.

F. Scope and Limitation of the Study

This study is about the difference in attitude between male and female students toward using information and communication technology in English language learning. The location chosen in English Education Department of Sayyid Ali Rahmatullah Tulungagung University because the writer has the intention to reveal the students' attitudes of using ICT in English language learning. The research participants are the third semester students at Sayyid Ali Rahmatullah Tulungagung University who take an English course.

G. Definition of Key Terms

1. Attitude : A consistent way of thinking or feeling about someone or something, usually expressed in a person's actions. (https://languages.oup.com/)

2. ICT : Information and communication technology, or ICT, is an abbreviation for a "diverse range of technological tools and resources used to communicate, as well as to create, disseminate, store, and manage information." (Sher Ryn & SC, 2020)

3. ELT : The idea and practice of teaching and learning English to those whose first language is not English. (www.collinsdictionary.com)