Students' Perception Towards The Use of Ict in Efl Learning at Eleventh Grade SMA Negeri 1 Dolok Batu Nanggar

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Abstract: This research aims at exploring high school students' perception towards the use of ICT in EFL learning. To achieve the objective, 44 students at eleventh grade majoring in Language and Culture Science (IBB) SMA Negeri 1 Dolok Batu Nanggar located in Serbelawan were surveyed using questionnaire. The data obtained was analyzed by employing the descriptive analysis technique using questionnaire distributed to students in the form of Google Form. The results showed that the students' perception was positive and high in each perception aspects in the questionnaire given. They are attractiveness, perceived effectiveness, and relevancy aspects that obtained index score of 86%, 84%, and 85% or categorized as strongly agree response, and 77% for perceived motivation aspects or categorized as agree response. Based on the result obtained, this study can be concluded that the use of ICT in EFL learning is attractive, effective, and relevant to the English material students need to learn. It also motivates students to learn English more. Seeing how ICT has a very important role in EFL learning, the researchers suggest that both students and teachers can master ICT tools well and wisely according to educational needs..

Keywords: Students' perception, ICT, EFL

Abstrak: Penelitian ini bertujuan untuk menggali persepsi siswa SMA terhadap penggunaan TIK dalam pembelajaran EFL. Untuk mencapai tujuan tersebut, 44 siswa kelas XI jurusan Ilmu Bahasa dan Budaya (IBB) SMA Negeri 1 Dolok Batu Nanggar yang berlokasi di Serbelawan disurvei menggunakan angket. Data yang diperoleh dianalisis dengan teknik analisis deskriptif menggunakan angket yang dibagikan kepada siswa dalam bentuk Google Form. Hasil penelitian menunjukkan bahwa persepsi siswa positif dan tinggi pada setiap aspek persepsi dalam angket yang diberikan. Yaitu aspek daya tarik, persepsi efektivitas, dan relevansi yang memperoleh skor indeks sebesar 86%, 84%, dan 85% atau dikategorikan sebagai tanggapan sangat setuju, dan 77% untuk aspek motivasi yang dirasakan atau dikategorikan sebagai tanggapan setuju. Berdasarkan hasil yang diperoleh, penelitian ini dapat disimpulkan bahwa penggunaan TIK dalam pembelajaran EFL menarik, efektif, dan relevan dengan materi bahasa Inggris yang perlu dipelajari siswa. Ini juga memotivasi siswa untuk belajar bahasa Inggris lebih banyak. Melihat bagaimana TIK memiliki peran yang sangat penting dalam pembelajaran EFL, peneliti menyarankan agar siswa dan guru dapat menguasai perangkat TIK dengan baik dan bijak sesuai dengan kebutuhan pendidikan.

Kunci: Persepsi siswa, TIK, EFL

INTRODUCTION

The world is entering the 21st century or also called as the millennial era. Technology is very much in control in this era. For this reason, society, especially students and the future generations of the nation, must be able to control technology as well as possible. Students as the nation's next generation are required to master various competencies or skills as their provision in the future (Ningsih, Shara, Andriani, & Kisno, 2021). In this case, Indonesia has launched a movement,

namely the National Literacy Movement or in Indonesia is "*Gerakan Literasi Nasional (GLN)*". To improve the quality of life, competitiveness, development of national character, and to see the development of skills and competencies needed in the 21st century, the Ministry of Education and Culture organizes various literacy activities to increase the national literacy index through the National Literacy Movement (Atmazaki, et al., 2017, p. 5). In the "*Peta Dasar Gerakan Literasi Nasional*" Ibrahim stated that literacy has four definitions, namely: 1) a series of reading, writing and speaking skills, numeracy skills, and skills in accessing and using information, 2) social practices whose application is influenced by context, 3) the learning process with reading activities and writing as a medium for pondering, investigating, asking, and criticizing the science and ideas learned, and 4) texts that vary according to subject, genre, and level of language complexity (Nugraha & Octavianah, 2020, p. 108).

The world is entering the 21st century or also called as the millennial era. Technology is very much in control in this era. For this reason, society, especially students and the future generations of the nation, must be able to control technology as well as possible. Students as the nation's next generation are required to master various competencies or skills as their provision in the future (Ningsih, Shara, Andriani, & Kisno, 2021). In this case, Indonesia has launched a movement, namely the National Literacy Movement or in Indonesia is "*Gerakan Literasi Nasional (GLN)*". To improve the quality of life, competitiveness, development of national character, and to see the development of skills and competencies needed in the 21st century, the Ministry of Education and Culture organizes various literacy activities to increase the national literacy index through the National Literacy Movement (Atmazaki, et al., 2017, p. 5). In the "*Peta Dasar Gerakan Literasi Nasional*" Ibrahim stated that literacy has four definitions, namely: 1) a series of reading, writing and speaking skills, numeracy skills, and skills in accessing and using information, 2) social practices whose application is influenced by context, 3) the learning process with reading activities and writing as a medium for pondering, investigating, asking, and criticizing the science and ideas learned, and 4) texts that vary according to subject, genre, and level of language complexity (Nugraha & Octavianah, 2020, p. 108).

Of course, the literacy that is most often used and coexists with the community, especially students, is Information and Communication Technology especially in education. Recent developments in Information and Communication Technologies (ICT) have brought significant changes in the field of education, just as in many other aspects of our daily lives (Semerci & Aydin, 2018). The concept of digital literacy was first put forward by Paul Gilster in 1997 in a book entitled "Digital Literacy". Gilster defines it simply as 'literacy in the digital age', or the ability to understand and use information through a variety of digital sources (Kurnia & Astuti, 2017, p. 152). Departing from this definition, digital literacy is the ability to utilize digital technology as wisely as possible and not easily influenced by bad things, able to utilize existing technology for personal and common interests. Do not use digital technology in negative things and harm others.

Technology will play an important role in supporting effective learning in the classroom, if both students and teachers are able to use the technology properly. With technology, learning systems or learning methods that were previously still traditional will be shifted to modern and more innovative when coupled with the creativity of teachers in teaching students in the classroom. This is in line with the current situation where students have more opportunities to access technology in their learning activities. Therefore, the students' perception towards the use of ICT in EFL Learning is so much important to be researched. This is because the success of using ICT in improving students' EFL abilities depends on the abilities and policies of the students themselves in utilizing the technology that they can access both at school and outside of school. ICT will help students and teachers in teaching and learning activities, assist teachers in preparing their teaching materials and make the class more attractive, explore innovations related to education and the like. Students use technology to dig deeper into knowledge related to the subject matter they will study. It is because ICT helps in improving teaching skill, helps in innovative teaching, helps teachers in preparation for teaching, helps in student evaluation, and in effectiveness of the classroom (Deb & Bhattacharjee, 2016).

However, effective use of ICT in teaching and learning is a complex and multifaceted process that includes various teacher level and school level conditions (Aydin, Gurol, & Vanderlinde, 2016; Vanderlinde& Van Braak, 2011) in (Semerci & Aydin, 2018). SMA Negeri 1 Dolok Batu Nanggar is one of the favorite highschool and the only SMA Models in the Serbalawan Regency, North Sumatra. The school has sufficient facilities in the form of ICT tools. However, based on the researchers' observations, some teachers, especially senior teachers, are not able to use ICT tools properly in their classrooms, even though they have implemented and used them in learning in the classroom, in other words, less effective use of ICT tools. In other words, teacher knowledge regarding the use of ICT tools in teaching and learning activities is still very limited, even though ICT tools in the school have been provided and are complete enough to support the effectiveness of teaching and learning activities in the classroom compared to other schools around the school.

Given that information and communication technology has become a vital thing in life, of course, including in terms of learning. For sure the group most in contact with this technology is young people, especially students. So that way, in learning they cannot be separated from technology. Especially in learning English which is a foreign language for us, students certainly need technology to support their learning. According to Meenakshi (2013) in (Houaria, 2019, p. 5), ICT"s use in education, as an augmented tool, exists in teaching methods and in learning which is more important. It is very useful in the educational career and can be the most effective way to increase the students' knowledge; especially, in education activities and learning process. Therefore, from all explanation above, the researchers decided to conduct a research under the title "Students' Perception towards the Use of ICT in EFL Learning".

This research is expected to contribute to the improvement of English pedagogy as foreign language teaching and learning in relation to the use of ICT. This research is also expected to help curriculum developers get a clear picture of the use of ICT in the teaching and learning process.

METHODS

This research is qualitative descriptive research. According to Flick (2013:5) in (Hutabarat, Herman, Silalahi, & Sihombing, 2020, p. 146), qualitative data analysis is a grouping of linguistic material to make statements about the structure of the formulation of meaning in a material. This research was conducted with fourty-four high school students majoring in Cultural and Language Sciences at a Model Junior High School in Serbelawan, SMA Negeri 1 Dolok Batu Nanggar. This school was chosen because in this school there is a Department of Culture and Language Interest. Its IBB department which is closely related to EFL, because the hours of English subjects are far more than other majors which of course continue with this research and which is expected to contribute to this research. Due to the COVID-19 pandemic, learning is done online. For this reason, the researcher provided a questionnaire that will be distributed by the teacher through Google Form. The interview is about the topic to support the data. The researcher prepared some question related to the use of ICT in EFL Classroom. The steps in collecting data in this research are as follows:
1. The researcher prepares a questionnaire in the Google Form and then share the link with participants. https://forms.gle/8eFLSYS7PSDyFUN56
2. Before filling out the questionnaire, participants are required to fill in the name and grade.
3. Then, participants start to fill out a questionnaire and they are given time for four English lessons to send answers after the link is shared. They are asked to click one answer of 5 options.

Data analysis was carried out after the data was collected through the instrument that the researcher used, namely a questionnaire. In this case, the researcher analyzed the data using the following steps:
1. Collecting questionnaires that have been filled out by students of class XI IBB which are distributed via Google Forms.

2. Classifying and counts how many responses strongly agree, agree, neither, disagree and strongly disagree with the entire questionnaire. The quality of each response using Likerts' Scale is as follows:

Category	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

3. Dividing it towards the four aspects of perception, namely:

Aspects	Statement Item
Attractiveness	1-3
Perceived Effectiveness	4-6
Relevance	7-9
Perceived Motivation	10-12

Number of category: 5

4. Then, researcher interprets the result. To get the interpretation results, it is necessary to first know the highest score (X) and the lowest number (Y) for the assessment item with the following formula:

Y = Highest Likert score × number of respondents (highest number 5)

Y = 5 × 44 = 220

X = lowest Likert score × number of respondents (lowest number 1)

X = 1 × 44 = 44

5. Index formula % = Total score / Y × 100

6. To find out the percentage of the questionnaire, the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Frequency

N = Total number of students

The following are the percentages for each category. If the results of the questionnaire item count based on its aspects are 0%-9%, it means that students strongly disagree with the statement in the questionnaire that refers to one aspect of perception. Then, if the percentage is 20%-39.99%, it means that students do not agree with the statement in the questionnaire that refers to one aspect of perception. If the percentage is 40%-59.99%, it means that students are normal (neutral) to the statements in the questionnaire that refer to one aspect of perception. If the percentage is 60%-79.99%, it means that students agree with the statement in the questionnaire which refers to one aspect of perception. If the percentage is 80%-100%, it means that students strongly agree with the statement in the questionnaire which refers to one aspect of perception.

Table 1. Category value in percent

Percent	Category
0%-19.99%	Strongly disagree
20%-39.99%	Disagree
40%-59.99%	Neutral
60%-79.99%	Agree
80%-100%	Strongly agree

RESULTS AND DISCUSSION
a. Results

There are four aspects assessed in this research questionnaire, namely attractiveness aspect, effectiveness aspect, relevance aspect and motivation aspect. To be able to interpret these four aspects, researchers need a score for each question item option and a benchmark value in the form of a percent obtained through a series of formulas to determine the results of students' interpretation of each question item.

Table 14. Category Value Table

Option	Score
SA	5
A	4
N	3
DA	2
SDA	1

Table 15. Category Value in Percent

Percent	Category
0%-19.99%	Strongly disagree
20%-39.99%	Disagree
40%-59.99%	Neutral
60%-79.99%	Agree
80%-100%	Strongly agree

From the data obtained, it is then processed by multiplying each answer point with a predetermined with a category value table. After that, to get the interpretation results, it is necessary to first know the highest score (X) and the lowest number (Y) for the assessment item with the following formula:

Y = Highest Likert score × number of respondents (highest number 5)
Y = 5 × 44 = 220
X = lowest Likert score × number of respondents (lowest number 1)
X = 1 × 44 = 44
Index formula % = Total score / Y × 100
So with the formula above, we get the following results:

Table 16. Attractiveness aspects

No	Statement	Scale/Value					Score	Interpretation
		SA	A	N	DA	SDA		
1	ICT helps me in EFL learning.	23 (5) = 115	16 (4) = 64	3 (3) = 9	2 (2) = 4	0 (1) = 0	192	192/220 × 100 = 87% (Strongly Agree)
2	Various forms of ICT ranging from personal computers, tablets, smartphones, data projectors,	23 (5) = 115	15 (4) = 60	4 (3) = 12	2 (2) = 4	0 (1) = 0	191	191/220 × 100 = 86% (Strongly Agree)

No	Statement	SA	A	N	DA	SDA	Score	Interpretation
	voice recorders, etc. can help me in EFL learning.							
3	ICT tools can enhance my listening and speaking skills.	17 (5) = 85	19 (4) = 76	8 (3) = 24	0 (2) = 0	0 (1) = 0	185	185/220 × 100 = 84% (Strongly Agree)

It can be seen in the table above that the first three statement item is attractiveness aspect, in the first statement item, most students choose the strongly agree option which has the highest score, so that after being added to the scores of other options, the first statement item has an almost perfect score of 192. With an almost perfect final score, a high interpretation value is also obtained 87%. Then it is almost similar to the first item number statement, this second one also has the same case where most students choose the option with the highest score, namely strongly agree. then the interpretation value is almost the same and even only differs by 1 point with the first item statement, which is 86%. Next is the third statement item. At this point, students prefer the second option, namely agree, which has a score of one point below the first option. Even so, the final score obtained by the third statement item is still high at 84%. So based on the interpretation of students' answers to question items from the attractive aspect, all of them are above 80% which means that students strongly agree that ICT is very important and very attractive in their English language learning (EFL).

Table 17. Perceived Effectiveness Aspects

No	Statement	Scale/Value					Score	Interpretation
		SA	A	N	DA	SDA		
4	ICT can assist my EFL learning.	14 (5) = 70	24 (4) = 96	6 (3) = 18	0 (2) = 0	0 (1) = 0	184	184/220 × 100 = 84% (Strongly Agree)
5	ICT helps me get good grades in English.	18 (5) = 90	17 (4) = 68	9 (3) = 27	0 (2) = 0	0 (1) = 0	185	185/220 × 100 = 84% (Strongly Agree)
6	ICT helps me to complete English tasks easier and quicker.	15 (5) = 75	23 (4) = 92	6 (3) = 18	0 (2) = 0	0 (1) = 0	185	185/220 × 100 = 84% (Strongly Agree)

Next is the statement item number four to six which is the effectiveness aspect. It can be seen in the table above, in the fourth statement item, most students choose the agree option which has the second highest score, so that after being added to the scores of other options, the first statement item has an almost perfect score of 184. With an almost perfect final score, a high interpretation value is also obtained 84%. Then it is almost similar to the fourth item number statement, this fifth one also has the same case where most students choose the option with the highest score, namely strongly agree. Then the interpretation value is with the first item statement, which is 84%. Next is the sixth statement item. At this point the same as fourth statement, students prefer the second option, namely agree, which has a score of one point below the first option. Even so, the final score obtained by the third statement item is still high at 84% the same with fourth and fifth statement. So based on the results of interpretation of students' answers to question items from the attractive aspect, all of them are above 80% which means that students strongly agree that ICT is very effective in helping their English language learning (EFL).

Table 18. Relevance Aspects

No	Statement	Scale/Value					Score	Interpretation
		SA	A	N	DA	SDA		
7	There is a lot of content that I can access with ICT tools that are relevant to the content of my English lessons	18 (5) = 90	21 (4) = 84	5 (3) = 15	0 (2) = 0	0 (1) = 0	189	189/220 × 100 = 86% (Strongly Agree)
8	The amount of content that can be accessed using ICT tools can improve my understanding in EFL learning.	15 (5) = 75	25 (4) = 100	4 (3) = 12	0 (2) = 0	0 (1) = 0	187	187/220 × 100 = 85% (Strongly Agree)
9	I can choose content that is suitable for me to use in learning English that I can easily understand through ICT tools.	10 (5) = 50	30 (4) = 120	4 (3) = 12	0 (2) = 0	0 (1) = 0	182	182/220 × 100 = 83% (Strongly Agree)

Next is the statement item number seven to nine which is the relevance aspect. It can be seen in the table above, in the seventh statement item, most students choose the agree option which has the second highest score, even though after being added to the scores of other options, the seventh statement item has an almost perfect score anymore of 189. With an almost perfect final score, a high interpretation value is also obtained 86%. Then it is almost similar to the fourth item number statement, this eighth one also has the same case where most students choose the option two with the second highest score. Then the interpretation value is almost the same with the seventh item statement, which is 85%. Next is the ninth statement item. At this point the same as two statement item before, students prefer the second option, namely agree, which has a score of one point below the first option. Even so, the final score obtained by the third statement item is still high at 83%. So based on the interpretation of students' answers to question items from the attractive aspect, all of them are above 80%, which means that students strongly agree that ICT is very relevant to their English learning (EFL) needs.

Table 19. Perceived Motivation Aspects

No	Statement	Scale/Value					Score	Interpretation
		SA	A	N	DA	SDA		
10	The ICT tools helped me a lot in learning EFL and motivated me to	11 (5) = 55	21 (4) = 84	10 (3) = 30	2 (2) = 4	0 (1) = 0	173	173/220 × 100 = 79% (Agree)

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		10 (5)	22 (4)	9 (3)	3 (2)	0 (1)	171	171/220 ×
	learn more English.							
11	ICT tools made it easier for me to learn English and thus motivated me to participate during online English classes.	10 (5) = 50	22 (4) = 88	9 (3) = 27	3 (2) = 6	0 (1) = 0	171	171/220 × 100 = 78% (Agree)
12	ICT tools motivate me to study English well.	8 (5) = 40	22 (4) = 88	10 (3) = 30	4 (2) = 4	0 (1) = 0	162	162/220 × 100 = 74% (Agree)

Next is the statement item number ten to twelve which is the motivation aspect. It can be seen in the table above, in the tenth statement item, most students choose the agree option which has the second highest score, even though after being added to the scores of other options, the ninth statement item has a high enough score of 173. With that final score, a high enough interpretation value is also obtained 79%. Then it is almost similar to the tenth item number statement, this eleventh statement item also has the same case where most students choose the option two with the second highest score. Then the interpretation value is almost the same with the seventh item statement, which is 74%. Next is the last statement item. At this point the same as two statement item before, students prefer the second option, namely agree, which has a score of one point below the first option. Even so, the final score obtained by the third statement item is still high at 74%. So based on the interpretation of students' answers to question items from the attractive aspect, all of them are above 70%, which means that students agree that ICT is motivate them in learning English (EFL). So based on the results above, the average answer for each aspect is found, as presented in the table below:

Figure 20. Average of Each Aspect

=AVERAGE(B3:B5)				
	A	B	C	D	E

	A	B	C	D	E
1		Average of Each Aspect			
2		Attractiveness Aspect	Perceived Effectiveness aspect	Relevance Aspect	Perceived Motivation Aspect
3	Aspect	87%	84%	86%	79%
4		86%	84%	85%	78%
5		84%	84%	83%	74%
6	Average	86%	84%	85%	77%

This study aims to see students' perception towards the use of ICT in EFL learning in terms of attractiveness, effectiveness, relevance, and motivation aspects. Based on the results of the above research, the discussion in this study is also divided into four parts based on its aspects as below:

1. Attractiveness Aspect
   Attractive aspects of students' perception are students' perception of the attractiveness of something. In this study, the researcher wanted to see students' perception towards the use of ICT in EFL learning from the attractiveness aspects. There are three items in the questionnaire that lead to attractiveness aspects, namely items number 1, 2, and 3. Based on the average calculation using Likerts' formula, the researcher get the results that for the

effectiveness aspects of students' responses to the questionnaire was 86%. This shows that students strongly agree that ICT in learning English (EFL)is attractive.

2. Perceived Effectiveness Aspect
Relevant with the attractiveness aspect, the perceived effectiveness aspect is also part of the students' perception. In the effectiveness aspect, it's seen about students' perception in the ICT effectiveness in helping students learning English or EFL. In this case the questionnaire items for the Effectiveness aspects are number 4, 5, and 6. Based on the results of the research that has been done, the average score of students' perception towards the use of ICT in EFL learning in terms of effectiveness aspects is 84% which was categorized as a strongly agree response. Therefore, it can be conclude that ICT is effective in helping students when learning English (EFL).

3. Relevance Aspect
Relevance aspects are aspects that must be assessed in the students' perception.. In the relevance aspect, it's seen about students' perception in the ICT relevancy in helping students learning English or EFL. In this case the questionnaire items for the relevance aspects are number 7, 8, and 9. Based on the results of the research that has been done, the average score of students' perception towards the use of ICT in EFL learning in terms of effectiveness aspects is 85% which was categorized as a strongly agree response. Therefore, it can be conclude that ICT is relevance in helping students when learning English (EFL).

4. Perceived Motivation Aspect
Perceived Motivation aspects are also aspects that must be assessed in the students' perception. In the motivation aspect, it's seen about students' perception in the ICT relevancy in increasing students' motivation in learning English or EFL. In this case the questionnaire items for the motivation aspects are number 10, 11, and 12. Based on the results of the research that has been done, the average score of students' perception towards the use of ICT in EFL learning in terms of motivation aspects is 77% which was categorized as an agree response. Therefore, it can be conclude that ICT is motivates students' to learn English (EFL) more.

b. Discussion
Based on the results of the above research, it can be concluded that students strongly agree with the statement in line of attractiveness aspect, perceived effectiveness aspect, and relevance aspect with an average score above 80%. Meanwhile, students agree with the statement in line of the perceived motivation aspect with an average 77%. We can see in the results above that from the three statements that represent the attractiveness aspect, each value is 87%, 86%, and 84% and the average calculation result is 86%. By obtaining an average score of that size, it can be concluded that students strongly agree that ICT devices meet the attractiveness aspect criteria in their learning process, both online and independent learning. Then, from the three statement items that represent the perceived affectiveness aspect, each of which gets a score of 84%, 84%, and 84% and the average calculation result is also 84%. So, with an average value of that size, it can be concluded that ICT devices meet the criteria of perceived effectiveness aspect in their learning, both online and in independent learning. Then the third aspect is the relevance aspect which is also represented by three statements. Each statement received a score of 86%, 85%, and 83% which then the average result was obtained by 85%. So with an average value of that size, it can be concluded that ICT devices meet the criteria of relevance aspect in their learning, both online and independent learning. Then the last aspect is the perceived motivation aspect which is also represented by three statements. Each statement received a score of 79%, 78%, and 74% which then the average result was obtained at 77%. So with an average value of that size, it can be concluded that ICT devices meet the criteria for the perceived motivation aspect in their learning both online and independently. This shows that students respond quite well to the use of ICT in

their EFL learning. In this study, researchers also compared the results of research with previous studies. There are some that are in line with this research, and some are contradictory.

According to the result and findings above, it can also be concluded that most of students have a positive and high-level perception towards the use of ICT in EFL learning. It can also be seen from the average answer of the statement items in each perception aspect namely attractiveness aspect, perceived effectiveness aspect, relevance aspect, and perceived motivation aspect. The averages of each aspect are above 70% or in strongly agree and agree categories. This finding is also in line with the findings obtained by Parlindungan Pardede (2020) in his research entitled "EFL Secondary School Students' Perception of ICT Use in EFL Classroom" published by the sixth volume of the Journal of English Teaching (JET) published in October. Based on the results of the study, it was also found that participants had a positive perception of ICT use to increase their interest and motivation. Then the second result is that participants also have a positive perception of the impact of ICT use in learning. It is in line also with a result in a research conducted by I.W.SW. Asnadi, N.M. Ratminingsih, and I.P.N.W. Myartawan (2018) entitled "Primary Teachers' and Students' Perception on The Use of ICT-Based Interactive Game in English Language Teaching". Positive perceptions of students were also found in research conducted by Nurhasanah, Bambang Sulistyo, Mery Agustiani, Eviyatin Nisa Ulya (2020) in their research entitled "Students' Perceptions on The Use of Internet as Learning Media in Reading Classroom" published by Journal Basis UPB .

In addition to the things above, this study also suggests that students feel the impact or benefits of ICT advances, especially smartphones in their English language learning (EFL). They also feel that the facilities that can be accessed through ICT tools can motivate them to learn more English. This is because there is a lot of content that can be accessed according to the material they need to improve their English language skills. Similar to what Anisa Husni Alkaromah, Endang Fauziati, and Abdul Asib (2020) put forward in their research entitled "Students' Perception on The Information and Communication Technology (ICT) Tools in English Language Teaching" published by the ELS Journal on Interdisciplinary Studies on Humanities. They found that the students perceived ICT tools. The study verified that students were satisfied to use both ICT web-based tools and non-web-based tools to access technology for learning. The inherent convenience offered by smartphones means they are more likely to use their smartphones. Similarly, the results of research conducted by Novita Eka Tristiana, and Elvira Rosyida MR (2018), entitled "Students' Perception on The Integrating of Information and Communication Technology (ICT)" published by English Education: Jurnal Tadris English. The study also stated that the students tend to have a good perception on integrating ICT in the TEFL methodology class. ICT uses facilitate and help them in understanding the materials well.

A research entitled "Indonesian University Students' Perception and Expectation towards ICT Use in Learning English as A Foreign Language" conducted by Tubagus Zam Zam Al Arif (2019) said that the majority of the students spent more time using ICT for general purposes (non-learning purposes) such as using social media, watching Youtube, listening to the music, surfing the internet, and playing games than for English language learning purposes. The statement is the same as that put forward by the researcher in this study on the research background. It is also relate to the research conducted by Ririn Ovilia and Risda Asfina (2017) entitled "21st Century Learning: Is ICT Really Integrated in EFL Classroom or Merely Segregated Outside the Classroom?" published by EnJourMe.

In this study, in accordance with the data analysis for each item of the questionnaire statement, the researchers found data in which the majority of students agreed and strongly agreed with each item of the questionnaire statement which led to students' positive perceptions of the use of ICT in their English and/or EFL learning based on four the fruit of the perception aspect that has been described by the researcher. This is also in line with some research, the first one conducted by Oza Faoziah, Ida Siti Jubaedah, Abdul Kodir, and Eva Fitriani Syarifah (2019) entitled "The Use of ICT in EFL Classroom" published by the Journal of English Language Learning. The second one conducted by Hind Mallahi and Larouz Mohamed (2016) entitled "Students' Attitudes towards ICT and Their Achievement in English" published by International

Conference ICT for Language Learning. The last one is in accordance with a research conducted by Melor Md. Yunus, Harwati Hashim, Mohamed Amin Embi, and MaimunAqsha Lubis (2010) entitled "The Utilization of ICT in The Teaching and Learning of English: 'Tell Me More'" published by Procedia Social and Behavioral Sciences.

Of course, this research also has limitations, especially in the scope of the research. This research is limited to finding students' perceptions of the use of ICT in one of the subjects in high school, namely English subjects where many students feel that this subject is a subject that is quite difficult to follow considering that English is a foreign language for Indonesian people.

CONCLUSIONS

Based on the results and findings above, the researchers concluded that; students have a positive perception of the use of ICT in their EFL learning both when taking online English classes and learning outside English classes, ICT also helps them in their efforts to prepare for their English or EFL learning, helps in developing learning materials, provides motivation so that it fosters student interest in learning, and helps them evaluate the material they have learned. That way ICT has a very meaningful role in increasing student learning interest, especially in learning English, ICT makes it easy for students to complete their assignments, understand the material provided more deeply, and can freely explore matters related to the material. lessons provided by their English teacher. Of course, this will make it easier for students to explore learning materials that are difficult to understand, especially English or EFL lessons through the internet which have no range restrictions rather than relying on their English textbooks. The overall conclusion can be seen from the average value for each perception aspect, namely, 86% for the attractiveness aspect which is categorized as a strongly agree response, 84% for the perceived effectiveness aspect which is also categorized as a strongly agree response, then 85% for the relevance aspect which categorized as a strongly agree response, and 77% for the perceived motivation aspect which was categorized as an agree response. Because the use of ICT has important role in effectiveness of the teaching and learning, it is suggested that the school should make an equalization program for teachers to be proficient in using ICT tools especially in language laboratory. It included interactive board that was less optimized its function in teaching and learning activities. The teachers are also expected to be more innovative in teaching the students to grow interest in learning. The second suggestion is that the students should able to use the ICT as effective as possible so that the teaching and learning process becomes more effective. Next is suggestion for teacher that must also be able to guide their students at school so as not to misuse ICT devices and use them only in areas that refer to learning. The last suggestions is to parents that must accompany their children in using ICT devices so as not to lead to negative things that can plunge their children into bad things such as watching pornography, bullying on social media, addicted to games, and so on.

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