

**STUDENT TEACHERS' ATTITUDES AND PROBLEMS TOWARD THE
USE OF ICT IN ELT PROCESS BY USING CIPP MODEL
OF EVALUATION IN UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as a Partial Fulfilment of the Requirements
for a Master's Degree (S2)*



**IKA HAYA AULIA
NIM. 21178028**

Advisor:

Dr. Havid Ardi, S.Pd. M.Hum
NIP: 197901032003121002

**MASTER OF ENGLISH EDUCATION
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

2024

ABSTRACT

Aulia, I. H. (2023). Student Teachers' Attitudes and Problems toward the Use of ICT in ELT Process by Using CIPP Model of Evaluation in Universitas Negeri Padang

Nowadays, teacher should know how to integrate ICT into the learning process. So this study aims to know the student teachers attitude toward the use of ICT in ELT process. This research was a descriptive study using a quantitative approach with the data collection technique using a questionnaire and interview. The sample in this study was 60 student teachers of English education. The validity test used item validity namely the correlation formula of the product-moment. Instrument reliability test using Cronbach's Alpha. The data analysis technique used descriptive analysis was stated in the form of percentage by using CIPP model of evaluation. The result showed that the student teachers' attitude toward the use of ICT in ELT process was positive (50%). Male student teachers' attitude in rural school was in quite positive category (60%), and the female student teachers' attitude in rural school was in positive category (90%). Male student teachers' attitude in Padang city was positive (75%), and the female student teachers' attitude was positive (95%). There were also some problems faced by the student teachers that gotten from the interview compiled by using situated learning theory (SLT), namely; First, authentic context, those are limited time, critical thinking of the students, class condition, and material selection. Second, social interaction, those are limited time, the electricity, and the class condition. Third, constructivist learning, those are the level of student activity, students' boredom, and the limited time.

Keywords: *CIPP, Female and Male student teachers, Rural student teachers, City student teachers, ICT*

ABSTRAK

Aulia, I. H. (2023). Student Teachers' Attitudes and Problems toward the Use of ICT in ELT Process by Using CIPP Model of Evaluation in Universitas Negeri Padang

Pada saat sekarang ini, guru harus tahu bagaimana mengintegrasikan ICT ke dalam proses pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk mengetahui sikap mahasiswa PL terhadap penggunaan ICT dalam proses ELT. Penelitian ini merupakan penelitian deskriptif dengan menggunakan pendekatan kuantitatif dengan teknik pengumpulan data menggunakan angket dan wawancara. Sampel dalam penelitian ini adalah 60 mahasiswa PL pendidikan bahasa Inggris. Uji validitas menggunakan validitas item yaitu rumus korelasi product-moment. Uji reliabilitas instrumen menggunakan Cronbach's Alpha. Teknik analisis data menggunakan analisis deskriptif dengan menggunakan model evaluasi CIPP. Hasil dari penelitian ini menunjukkan bahwa sikap guru PL terhadap penggunaan ICT pada proses mengajar bahasa Inggris yaitu positif (50%). Sikap mahasiswa PL laki-laki di sekolah yang ada di daerah berada pada kategori cukup positif (60%), dan sikap mahasiswa PL perempuan di daerah berada pada kategori positif (90%). Sikap mahasiswa PL laki-laki di kota positif (75%), dan sikap mahasiswa PL perempuan positif (95%). Ada pula beberapa permasalahan yang dihadapi oleh mahasiswa PL yang diperoleh dari wawancara yang disusun dengan menggunakan teori pembelajaran situasi (SLT), yaitu; Pertama, konteks otentik, yaitu keterbatasan waktu, pemikiran kritis siswa, kondisi kelas, dan pemilihan materi. Kedua, interaksi sosial, yaitu keterbatasan waktu, listrik, dan kondisi kelas. Ketiga, pembelajaran konstruktivis, yaitu tingkat keaktifan siswa, kebosanan siswa, dan keterbatasan waktu

Kata Kunci: *CIPP, Guru PL laki-laki dan perempuan, guru PL di daerah kecil, guru PL di kota, ICT*

PERSETUJUAN AKHIR TESIS

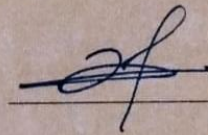
Mahasiswa : Ika Haya Aulia
NIM : 21178028
Program Studi : Pendidikan Bahasa Inggris

Nama

Tanda Tangan

Tanggal

Dr. Havid Ardi, S.Pd., M.Hum.
Pembimbing



26/2/24

Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang,




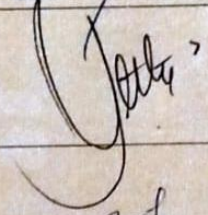
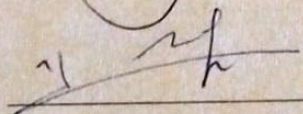
Prof. Dr. Ermanto, S.Pd., M.I Hum.
NIP. 19690212.199403.1.004

Koordinator Program Studi (S2),



Prof. Dr. Jufrizal, M.I Hum.
NIP. 19670722.199203.1.003

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER KEPENDIDIKAN**

No.	Nama	Tanda Tangan
1.	Dr. Havid Ardi, S.Pd., M.Hum. (Ketua)	
2.	Prof. Dra. Yetti Zainil, M.A. Ph.D. (Anggota)	
3.	Dr. Yuli Tiarina, S.Pd., M.Pd (Anggota)	

Mahasiswa

Mahasiswa : Ika Haya Aulia
NIM : 21178028
Program Studi : Pendidikan Bahasa Inggris (S2)
Tanggal Ujian : 23 - 01 - 2024

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya yang berjudul "*Student Teachers' Attitudes and Problems toward the Use of ICT in ELT Process by using CIPP Model of Evaluation in Universitas Negeri Padang*" adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan dari pembimbing.
3. Di dalam karya tulis ini tidak terdapat karya atau pendapat yang telah dipublikasikan orang lain, kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai referensi di dalam naskah saya dengan disebutkan nama pengarangnya dan dicantumkan pada daftar Pustaka

Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, saya bersedia menerima sanksi akademik berupa pencabutan gelar yang telah saya peroleh. Karena karya tulis ini, serta sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku

Padang, Januari 2024
Saya yang menyatakan,



Ika Haya Aulia
NIM. 21178028

ACKNOWLEDGEMENTS

Praise and infinite gratitude be to Allah Subhana Wa Ta'ala, lord of the world, with all mercy the writer was able to complete this thesis. Shalawat along with greetings are always poured out on the Prophet Muhammad SAW who has brought this people from nature to a world of knowledge.

This thesis is presented to the Graduate Program of Faculty of Languages and Arts, as one of the partial fulfilment of requirements to obtain the Master (S2) Degree in English Department. The writer received a lot of help from various parties, especially from supervisors, in completing this thesis. Therefore, on this occasion the author would like to express his deepest gratitude to:

1. **Dr. Havid Ardi, S.Pd. M.Hum**, the writer's advisor who guided the writer from the beginning of the process of writing this thesis by giving comments and corrections, so the writer learn a lot to improve the research ideas, and motivated the writer to finish this thesis.
2. **Prof., Dra. Yetti Zainil. MA., Ph.D and Dr. Yuli Tiarina, M.Pd**, the writer's examiners who had given valuable advices, suggestions, and ideas in order to improve the writer's research.
3. **Fitrawati, S.S., M.Pd**, as the validator of the questionnaire who has given the researcher contribution of thought and idea in completing this thesis.
4. **Dinovia Fannil Kher, S.Pd., M.Pd.**, as one of the lecturer of English Department who had given the recommendation letter to the writer to continue study in this university, given the writer support when writer was in

down condition, and also given the writer some precious ideas, and perspectives about thesis every time. Thank you so much for this lovely lecturer.

5. **Dewi Murni**, the writer's amazing, beloved mother who had motivated the writer to complete the thesis, also given support, love, care, money, and prayer. Thank you so much mama, the writer's only parents.
6. **Abrar, S.I.Kom**, as the writer support system after mother, who always give the writer love, care, and also money to finish this thesis.
7. The last but not least, for **everyone** whom the writer cannot mention one by one who had supported and motivated the writer until the end of writing this thesis.

Padang, Januari 2024

Ika Haya Aulia

TABLE OF CONTENTS

ABSTRACT	i
ABSTRAK	ii
SURAT PERNYATAAN	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Identification of the Problem	7
C. Limitation of the Problem	8
D. Formulation of the Problem	9
E. Research Question	9
F. Purpose of the Research.....	9
G. Significance of the research	10
H. Definition of the Key Term.....	11
CHAPTER II REVIEW OF RELATED LITERATURE	12
A. Review of Related Theories	12
1. Attitude	12
2. Learning Evaluation	14
3. Situated learning theory (SLT).....	21
4. The use of technology as the implementation of ICT.....	22
5. Advantages and disadvantages of ICT.....	28
B. Review of previous studies	35
C. Conceptual Framework.....	37
CHAPTER III RESEARCH METHOD	40
A. Research Design	40
B. Population and Sample	41
1. Population.....	41
2. Sample.....	42
C. Research Instrumentation.....	43

D.	Validity and Reliability.....	48
1.	Validity.....	48
2.	Reliability	53
E.	Technique of Data Collection	54
F.	Technique of Data Analysis	55
CHAPTER IV RESEARCH FINDING AND DISCUSSION		58
A.	Data Description.....	58
B.	Finding.....	125
C.	Discussion.....	139
CHAPTER V CONCLUSION AND SUGGESTION		150
A.	Conclusion	150
B.	Implication	152
C.	Suggestion.....	153
APPENDICES.....		162

LIST OF TABLES

Table 3.1 Number of population.....	42
Table 3.2 The Classification of the sample	43
Table 3.3 Questionnaire criteria	44
Table 3.4 Indicators of Interview.....	48
Table 3.5 The Context Validity	50
Table 3.6 The Validity of Input Indicator	51
Table 3.7 The Validity of Process Indicator	51
Table 3.8 The Validity of Product Indicator	53
Table 3.9 Questionnaire Reliability Test	54
Table 3.10 Score of each Items	55
Table 3.11 Mean Score Interpretation	56
Table 3.12 The Categorization of Evaluation	57
Table 4.1 Student teachers' attitude toward the use of ICT in ELT based on the context aspect.....	59
Table 4.2 Student teachers' attitude toward the use of ICT in ELT based on the input aspect	61
Table 4.3 Student teachers' attitude toward the use of ICT in ELT based on the process aspect.....	63
Table 4.4 Student teachers' attitude based on the product aspect	66
Table 4.5 The male student teachers' attitude toward the use of ICT in ELT at rural areas based on context aspect	68
Table 4.6 The male student teachers' attitude toward the use of ICT in ELT at rural areas based on the input aspect.....	71
Table 4.7 The male student teachers' attitude toward the use of ICT in ELT at rural areas based on the process aspect	73
Table 4.8 The male student teachers' attitude toward the use of ICT in ELT at rural areas based on the product aspect.....	77

Table 4.9	The female student teachers' attitude toward the use of ICT in ELT at rural areas based on the context aspect	80
Table 4.10	The female student teachers' attitude toward the use of ICT in ELT at rural areas based on the input aspect.....	83
Table 4.11	The female student teachers' attitude toward the use of ICT in ELT at rural areas based on the process aspect	85
Table 4.12	The female student teachers' attitude toward the use of ICT in ELT at rural areas based on the product aspect	89
Table 4.13	The male student teachers' attitude toward the use of ICT in ELT at Padang city based on the context aspect.....	92
Table 4.14	The male student teachers' attitude toward the use of ICT in ELT at Padang city based on the input aspect	94
Table 4.15	The male student teachers' attitude toward the use of ICT in ELT at Padang city based on the process aspect	96
Table 4.16	The male student teachers' attitude toward the use of ICT in ELT at Padang city based on the product aspect	100
Table 4.17	The female student teachers' attitude toward the use of ICT in ELT at Padang city based on the context aspect	102
Table 4.18	The female student teachers' attitude toward the use of ICT in ELT at Padang city based on the input aspect.....	105
Table 4.19	The female student teachers' attitude toward the use of ICT in ELT at Padang city based on the process aspect	108
Table 4.20	The female student teachers' attitude toward the use of ICT in ELT at Padang city based on the product aspect.....	112
Table 4.21	The categories of student teachers' attitude toward the use of ICT in ELT	125
Table 4.22	The categories of male student teachers' attitude toward the use of ICT in ELT at rural school.....	127
Table 4.23	The categories of female student teachers' attitude toward the use of ICT in ELT at rural school.....	129

Table 4.24 The categories of male student teachers' attitude toward the use of ICT in ELT at school in Padang city	132
Table 4.25 The categories of female student teachers' attitude toward the use of ICT in ELT at school in Padang city	134

LIST OF FIGURES

Figure 2.1 Conceptual Framework of the research.....	39
Figure 4.1 Student Teachers' Attitude	127
Figure 4.2 Male Student Teachers' Attitude toward the use of ICT in ELT at rural school.....	129
Figure 4.3 Female Student Teachers' Attitude toward the use of ICT in ELT at rural school	131
Figure 4.4 The comparison between male and female student teachers' attitude.....	131
Figure 4.5 Male Student Teachers' Attitude toward the use of ICT in ELT at Padang city school	133
Figure 4.6 Female Student Teachers' Attitude toward the use of ICT in ELT at Padang city school	135
Figure 4.7 The comparison between male and female attitudes	135
Figure 4.8 Student Teachers' Problems based on Authentic Context	137
Figure 4.9 Student Teachers' Problems based on Social Interaction	138
Figure 4.10 Student Teachers' Problems based on Constructivist Learning	139

LIST OF APPENDICES

Appendix 1 Questionnaire.....	162
Appendix 2 Lists of interview	166
Appendix 3 Instrument of Questionnaire Validation.....	169
Appendix 4 The Data of Respondents	1

CHAPTER I

INTRODUCTION

A. Background of the Problem

The development of Information and Communication Technology (ICT) in the last few decades is running very fast in line with the development of telecommunications technology, including computer networks. According to Cholik (2021), currently, information technology is not only developing rapidly, but also frequently experiencing rapid changes very fast. Almost every second always found new discoveries with a purpose to improve or perfect the results of previous technology. Various technologies and supporting applications have also been developed as an effort to support and facilitate the activities of human and organizational life, including learning activities teaching in education. In responding to the development and progress of ICT, lecturers and teachers are required to master technology (ICT) in order to develop learning materials ICT-based and utilize ICT as a learning medium. The aim is to provide convenience and wider opportunities for students in learning.

In recent years, the use of ICT in the world of education has become popular in the community, starting from the level of primary, secondary and tertiary education is high, although the variation and focus of utilization differs in each institution. Several schools, including international standard pilot schools, have equipped themselves with ICT facilities to support the teaching and learning process. In every tertiary institution, including higher

education institutions which received a grant from DIKTI to prepare professional teacher candidates, ICT has become a necessity, although the variety and scope of its use varies between universities. Ahmadi (2018) states that the use of technology gives interaction between teachers and students, and a set of input and output. It also helps students to improve their thinking skills, their confidence and their motivation to learn a foreign language, and classes will be student-centred.

ICT includes everything related to the use of computers to process information and as a learning aid as well as a source of information for teachers and students. According to Muhammad et al., (2011), mastery of Information and Communication Technology (ICT) is very important in the current era of globalization. The use of computers to access, process and present information, both individually and in groups, intra network (intranet) as well as an international network (internet), is a primary need in the digital era. There are some kinds of ICT, namely: first, computer technology both hardware and software supporting it; second, multimedia technologies such as digital cameras, video cameras, sound players, video players, etc.; third, telecommunications technology such as telephone, cellular telephone, facsimile; fourth, computer network technology, both hardware (LAN, Internet, Wi-Fi, etc.) and supporting software (network applications) such as Web, e-mail, HTML, Java, PHP, database applications.

In addition to its function as a tool for solving human problems, ICT can also be used to support the learning process that is believed to be reliable, namely: first, improving the quality of learning; second, expanding access to education and learning; third, reduce the cost of education; fourth, answering the need to participate in ICT, and developing ICT skills that students need when working and in the future. Therefore English language education program provide ICT for ELT for the students to prepare them to be able to utilize ICT in learning at school when they undertake the field practice program and prepares them to become professional teachers in the future. ICT for ELT courses at Universitas Negeri Padang which has been given since 2000, equips students with how to use various ICTs, utilize many programs, internet networks, and also various online-based learning so that it can be interesting for school students.

However, the use of ICT is not easy, the geographical and infrastructure problems that cause limitation of the use of ICT in the classroom. The geographical environment of schools, such as schools in rural areas and cities, greatly influences teachers' performance in teaching, some of the rural school have limited facilities in the school, but there is also some of schools in Padang city that also have infrastructure problems. This is relevant with the news from *Antara Sumbar*, it was stated that hundreds of students' parent of SMA N 1 Padang complained about inadequate school facilities to the West Sumatera DPRD, and it is also supported by the previous research from Hardi, Basri, and Karima (2018)

which states that there is still a lack of learning facilities and infrastructure available in several schools in Padang because the classroom environment was not supportive, such as projector that was damaged due to student misbehaviour and then never repaired by the school anymore. Another previous research by du Plessis and Mestry (2019) also supported that schools located at the city or urban in Africa have more complete facilities to support teacher performance, while schools located in rural areas do not have complete facilities for teaching so teachers more often use conventional teaching methods rather than using technology or ICT. So, this will certainly have an impact on student teachers when they carry out field practice related to the use of ICT. From several previous studies, researchers can conclude that the school environment regarding school facilities and other supporting matters also influences the teachers' performance in teaching. Furthermore, some researchers also searched the influence of gender toward the use of ICT between male and female student teachers. From the previous research of Bendi and Aliyanto (2014), researchers also found that there was an influence of behavioural intention on the way of teaching carried out by two different genders. There are those who look at it from the perspective of behavioural intention, the way of teaching, and communication in teaching, but no one has discussed it in terms of differences in male and female student teachers' attitude regarding to the use of ICT in ELT process.

There are some researches related to the use of technology as the implementation of ICT in learning and teaching, such as about the lecturers' and students' perception about the use of ICT (Dewi, Abdillah, and Sofa 2019; Muzid and Munir 2005), the use of ICT in pedagogical aspect (Kennah 2016). Those research are assisted by the research with the title "Evaluation of a Special Purpose English Program with the CIPP Approach", by Halim & Suseno (2022), this research discusses the evaluation of learning English for Special Purposes, namely teaching English specifically aimed at meeting the needs of students in an English learning program in order to be able to communicate in context that the people want. The research was conducted using a qualitative method, which only evaluated one area, namely tutoring places for people who wanted to master English at work. The research only collected data from document studies and interviews with specific places, namely places where English tutoring for workers was conducted, nor does it differentiate between gender. The research just discussed generally about the problem happened in the field.

However, the research also did not discuss student teachers' attitudes toward the use of ICT relate to the geographical problems. Therefore, it is also necessary to look at the influence different gender between male and female student teachers in different geography , rural and Padang city school, where the student teachers spread of doing field practice toward the use of ICT in ELT process. The researcher also want to know the attitude

of student teachers when they were doing field practice toward the use of ICT by using CIPP model. According to Kurniawati (2021), evaluation using the CIPP (Context, input, process, and product) model is very effective within the scope of its function, because this model is fundamental, comprehensive, and integrated. The researcher also found the problems of student teachers looked from their attitudes in using ICT by looking from situated learning theory (SLT).

The evaluation have been gotten from the respondents who were English education students itself who have done field work practice (PKL). The researcher tried to see the student teachers' attitude from their evaluation of their teaching skill using ICT. The researcher argued that the understanding of ICT of the prospective teacher in modern era was very important to make the learning run smoothly because it could give a big impact to the students in understanding the material. Several universities in Padang also have ICT subject in their study; one of them is Universitas Negeri Padang that is located in Hamka Street. The lecturer teaching ICT subject said that there are still some English students who cannot master the material of ICT, or some of them just understand the theory but they do not apply the theory when they are teaching the real students in the classroom.

According to the lecturers, the English students who were the prospective teacher, they should have professionalism as the teacher. Teacher professionalism does not only include the ability to teach students,

but also the ability to manage information and the environment (which includes places, learning, methods, media, assessment system, and facilities and infrastructure) to facilitate student learning activities so that it becomes easier. The professional educators must be able to select, develop, and utilize various types of learning media by utilizing the sophistication of ICT. However, some English students still rarely to apply their knowledge of ICT in the classroom. So, the researcher was interested to see **student teachers' attitudes and problem toward the use of ICT in ELT process by using CIPP model of evaluation in Universitas Negeri Padang**

B. Identification of the Problem

Based on the background of the problems stated above, there were three studies problems that can be analyzed related to the use of technology as the implementation of ICT. *First*, the use of technology needs to evaluate how the infrastructure is owned by the school. *Second*, the evaluation about the use of technology can be conducted by looking at school policies, and how ICT-based technology is integrated into learning. *Third*, it also can be conducted by looking teacher's ability to apply technology in learning seen in the evaluation through appropriate learning models, whether or not the class is conducive when learning begins using ICT-based technology. Focusing on the application of ICT-based technology can be evaluated or analyzed by looking at several learning models.: goal-oriented evaluation model, goal free evaluation model, formative summative evaluation model, countenance

evaluation model, responsive evaluation model, the CSE-UCLA Evaluation Model, CIPP evaluation model, and discrepancy model.

This research was conducted by looking at the evaluation of the use of technology in teaching English as the implementation of ICT learning evaluated by using CIPP model. The evaluation of the use of ICT-based technology is evaluated by looking at its four indicators of CIPP model: context, input, process, and product, in teaching process. Teaching always dealing with the four indicators to make the material of learning run well and smoothly delivered to the students. Clearly, this research is conducted to find out the evaluation of the use of technology that is used by the students of Universitas Negeri Padang when doing PKL in a school as the implementation of their ICT learning before doing PKL. This is why this study was going to be conducted, to know English education students', who are the prospective teachers, attitudes and problems about the use of technology in teaching English as the implementation of ICT Learning in Universitas Negeri Padang

C. Limitation of the Problem

This study focused on the English education students' who are the prospective teacher about the use of technology. It was mainly about the evaluation of student teachers' attitudes and problems toward the use of technology as the implementation of ICT learning in teaching English from English education students', who are the prospective teachers in Universitas Negeri Padang.

D. Formulation of the Problem

Based on the limitation above the study is formulated as to how is evaluation of student teachers' attitudes and problems about the use of technology as the implementation of ICT learning in teaching English by evaluating the program using CIPP model of evaluation.

E. Research Question

Based on the formulation, the research questions are:

1. How is the attitude of student teachers toward ELT Classroom-based ICT based on their evaluation on CIPP?
2. How is the attitude between male and female student teachers in rural area toward ELT Classroom-based ICT based on their evaluation on CIPP?
3. How is the attitude between male and female student teachers in Padang city toward ELT Classroom-based ICT based on their evaluation on CIPP?
4. What are the problems of student teachers during doing the field practice by ELT Classroom-based ICT both in the city and in the rural area?

F. Purpose of the Research

The purpose of this research are:

1. To evaluate student teachers toward ELT Classroom-based ICT based on their evaluation on CIPP

2. To evaluate between male and female student teachers in Padang city toward ELT Classroom-based ICT based on their evaluation on CIPP
3. To evaluate male and female student teachers in rural area of West Sumatera toward ELT Classroom-based ICT based on their evaluation on CIPP
4. To see the problems of student teachers during doing the field practice by ELT Classroom-based ICT both in the city and in the rural area

G. Significance of the research

Theoretically, the result of the study may give the information in acquiring English by using the technology. It also informs the readers that there are so many advantages of the use of technology as the implementation of ICT in acquiring English. This study is believed to be beneficial for English teachers in enhancing their teaching skills and providing excellent feedback for English teachers who presently use technology as the implementation of ICT learning in teaching English. This study's findings are intended to increase students' motivation to learn English. Practically, the findings of this study are expected to be employed in the classroom or outside of the classroom as one of the classes and subjects for students to learn English, and for the teacher to teach English in a fun way to the students.

H. Definition of the Key Term

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used. Most of the terms are defined as follows:

1. Evaluation is the process of systematically gathering empirical data and contextual information about an intervention program-specifically answers to what, who, how, whether, and why questions that will assist in assessing a program's planning, implementation, and/or effectiveness (Chen, 2015)
2. Information and communication technology (ICT) is a scientific, technical, and engineering discipline and management approach utilized in the processing of information, its application, and relationship with social, economic, and cultural issues. (UNESCO)
3. Attitude is an evaluation of beliefs or positive or negative feelings from someone if they have to carry out the behaviour to be determined. (Maulida and Nurkhin, 2017)
4. Problem is a state that is not satisfying or pleasant for someone, a difficulty to choose, a situation that needs to be changed, something that cannot work or be implemented as well as possible. (Setyosari, 2016)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Attitude

According to Bizer (2006), attitude can be defined as someone's readiness to act in a certain way towards certain things. This attitude can be positive, and it can also be negative. In a positive attitude, a tendency to action is approaching, liking, hoping for a certain object. In psychology, attitude has a special meaning. The meaning of attitude in psychology is a collection of emotions, beliefs, and a person's behaviour towards an object, person, or event. Everyone has different attitudes and behaviours. Attitude is a concept that includes the evaluation of people, problems, objects or events. Attitude can also be called as the experience and knowledge of a person that is a part that has a strong influence on behaviour. Attitude is part of evaluation which is often positive or negative, but sometimes it can also be uncertain.

Saefudin Azwar (2005) also argues that attitude is a personality component that a person needs to have in order to decide his actions and in behaving towards an object that is accompanied by a positive or negative feeling. According to Chen and Lee (2008), attitude itself is constructed through experience and can be changed if new experience is luxurious, noble or commoner. Attitude is one of the things that can be assessed about a person. Attitude can also be interpreted as a condition in humans that moves them to