

**THE USE OF TECHNOLOGY IN ENGLISH LANGUAGE LEARNING ON
TERTIARY LEVEL : STUDENTS' PERCEPTION**

(A survey study on English Department Students of
UIN Fatmawati Sukarno Bengkulu)

THESIS

Submitted as a Partial Requirements for The Degree of S.Pd (*Sarjana Pendidikan*)
in English Language Education Study Program



By:

DEVI INDAH PERMATA SARI

SRN.1811230019

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
TARBIYAH AND TADRIS FACULTY
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
2022**



**KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879, Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

ADVISORS SHEET

Subject : Devi Indah Permata Sari
SRN : 1811230019
To : The Dean of Tarbiyah and Tadris Faculty UINFAS
Bengkulu

Asslamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Devi Indah Permata Sari
SRN : 1811230019
Title : The Use of Technology in English Language Learning on
Tertiary Level : Students' Perception (A survey study on English
Department Students of UIN Fatmawati Sukarno Bengkulu)

Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, July 2022

First Advisor

Second Advisor

Feny Martina, M.Pd

Valisneria Utami, M.Ed

NIP. 198703242015032002

NIP. 198903232019032010



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171 Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **The Use of Technology in English Language Learning on Tertiary Level : Students' Perception (A Survey Study on English Department Students of UIN Fatmawati Sukarno Bengkulu)** by **Devi Indah Permata Sari (1811230019)** has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman

Dr. Kasmantoni, S.Ag., M.S.I

NIP. 197510022003121004

Secretary

Heny Friantary, M.Pd

NIP. 198508022015032002

Examiner I

Feny Martina, M.Pd

NIP. 198703242015032002

Examiner II

Endang Haryanto, M.Pd

NIP. 2004058601

Bengkulu, July 2022

Approved by the Dean of Islamic and Tadris Faculty

Dr. Nus Mulvadi, M.Pd

NIP. 197005142000031004



(Handwritten signatures of Dr. Kasmantoni, Heny Friantary, Feny Martina, and Endang Haryanto)

MOTTO

It always seems impossible until it's done
(Nelson Mandela)

~

The results will never betray the effort
because
There is no sweet without sweat

DEDICATION

There are a number of people without whom this thesis might not have been written, and to whom I am greatly indebted. At the end of my struggle, let me dedicate this thesis to:

- The One Almighty God, Allah SWT, I really thank to you because without your blessing, I am nothing in this world.
- My beloved parents, Mr. Drs. H. Harun Sohar (Alm) and Mrs. Harnayati, who has been a source of encouragement and inspiration to me throughout my life. A very special thank you for supporting me through the power of your pray, motivation and everything so that I could finish this thesis. Thank you for your patience and never give up on me. I promise to make you happy and proud after this.
- My beloved sisters, Alveionita Harlytasari and Eliza Theriana Sari. Thanks for every support and always cheer me up.
- My first advisor, Feny Martina M.Pd and my second advisor, Valisneria Utami M.Ed. Thank you very much for your supports, suggestions, corrections, and ideas during the process of writing this thesis.
- All lecturers who teach in Tarbiyah and Tadris Faculty, especially in English Education Program. Thanks for all experiences you've given me during the study.
- My close friends teams, thank you for being good, supportive friends and for being a place to share many things :
 - ~ Siti Kelembung (Friska Cindy Attiyah, Rahma Dinda, Hanin Ika Maharani, Tri Suwarni and Aleka Suryati).
 - ~ holidAy (Iga Atriani and Rozida Novtiani)
 - ~ Ghibah (Ela Eka Putri Tampubolon, Rea Elviona, and Wike Dita Sari)
 - ~ ODYS SODY (Shinta Aulia, Rully Oviola, and Yuliza), thank you for the support and being sister all this time.
- My big family, you are everything that I have.

- All of my classmates 'A Team Class' TBI 2018. Thank for all happiness we've passed together.
- My great almamater UIN Fatmawati Sukarno Bengkulu

PRONOUNCEMENT

Name : Devi Indah Permata Sari
Date of Birth : Bengkulu, 26 November 1999
SRN : 1811230019
Study Program : Tadris Bahasa Inggris
Faculty : Tarbiyah and Tadris

In hereby sincerely state that the thesis entitled “*The Use of Technology in English Language Learning on Tertiary Level : Students' Perception (Survey Study at UIN Fatmawati Sukarno Bengkulu)*” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If proven that my thesis has discrepancies in future, I am willing to take academic in the form of repealing my thesis and academic degree.

Bengkulu, July 2022

Stated by



DEVI INDAH PERMATA SARI
SRN. 1811230019

SURAT PERNYATAAN

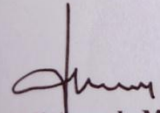
Yang bertanda tangan di bawah ini :

Nama : Devi Indah Permata Sari
NIM : 1811230019
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Use of Technology in English Language Learning on Tertiary Level: Students' Perception (Survey Study at UIN Fatmawati Sukarno Bengkulu)

Telah melakukan verifikasi plagiasi melalui program <http://www.turnitin.com> dengan ID 1872858136. Skripsi ini memiliki indikasi plagiasi sebesar 24% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini dibuat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana mestinya. Apabila terdapat kekeliruan dengan verifikasi ini, maka akan dilakukan peninjauan ulang kembali

Mengetahui,
Ketua Tim Verifikasi


Dr. Edi Ansyah, M.Pd
NIP 197007011999031002

Bengkulu, Juli 2022

Yang Menyatakan



Devi Indah Permata Sari
NIM 1811230019

ACKNOWLEDGMENT

Alhamdulillah, all praise to Allah SWT, the single power, the lord of The universe, master of the day of judgment, God almighty, for all blessings and mercies so that the researcher able to finish this thesis entitled: “The Use of Technology in English Language Learning on Tertiary Level : Lecturers and Students’ Perception at UIN Fatmawati Sukarno Bengkulu” (A survey study on English department students of UIN Fatmawati Sukarno Bengkulu). Peace is upon prophet Muhammad saw, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express the deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. KH. Zulkarnain Dali, M.Pd., as the rector of UIN FAS Bengkulu;
2. Dr. Mus Mulyadi, M.Pd., as the dean of faculty of Tarbiyah and Tadris of UIN Fatmawati Sukarno Bengkulu;
3. Dr. Kasmantoni, M.Si., as the head of Tadris Department of UIN Fatmawati Sukarno Bengkulu;
4. Feny Martina, M. Pd., as the head of English Education study program of UIN Fatmawati Sukarno Bengkulu;
5. Feny Martina, M. Pd., as the first advisor;
6. Valisneria Utami, M. Ed., as the second advisor;
7. All of lecturers who teach the researcher;
8. Staff administration of faculty of Tarbiyah and Tadris Faculty of UIN Fatmawati Sukarno Bengkulu;
9. All of staff administration of library unit of UIN Fatmawati Sukarno Bengkulu.

Finally, the researcher realized that this thesis was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, July 2022

Researcher

Devi Indah Permata Sari
SRN.1811230019

ABSTRACT

Devi Indah Permata Sari. SRN: 1811230019, June 2022. The Use of Technology in English Language Learning on Tertiary Level : Students' Perception. S1 Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu. (Survey Study ; Quantitative research at 8th Semester of UIN Fatmawati Sukarno Bengkuluin academic year)

Advisor I: Feny Martina, M.Pd

Advisor II: Valisneria Utami, M.Ed

Perception is a process of receiving a stimulus by the individual through their five senses (sensory processes) which then the stimulus is organized and interpreted so as to produce a depiction and understanding of the environment or object. Perception is important in activity so that the process can worked well. The aims of this research was conducted to find out how students perception and what factors affects it. The method used in this study is a quantitative with survey design. The samples in this study were 43 out of 145 students of 8th semester of English education study program. The instruments used in this study were questionnaires and interview. From the results of the data, it show 73.13% of students agreed that the use of technology in English language learning provided convenience and advantageous. Experiences and discoveries during the use of technology in learning activity also plays a role in influencing students' perception of technology.

Keywords : *Students' Peception, Technology.*

ABSTRAK

Devi Indah Permata Sari. NIM: 1811230019, Juni 2022. The Use of Technology in English Language Learning on Tertiary Level : Students' Perception. S1 Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu. (Survei Studi; Kuantitatif pada mahasiswa semester 8 UIN Fatmawati Sukarno Bengkuluin)

Pembimbing I: Feny Martina, M.Pd

Pembimbing II: Valisneria Utami,

M.Ed

Persepsi adalah proses menerima stimulus oleh individu melalui panca inderanya (proses sensorik) yang kemudian stimulus tersebut diatur dan ditafsirkan sehingga menghasilkan penggambaran dan pemahaman tentang lingkungan atau objek. Persepsi adalah hal yang penting dalam sebuah kegiatan, hal ini bertujuan agar prosesnya dapat berjalan dengan baik dan dapat mencapai tujuan awal. Penelitian ini dilakukan dengan tujuan untuk mengetahui bagaimana persepsi mahasiswa serta faktor-faktor apa saja yang mempengaruhinya. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan desain survei studi. Peneliti mengambil sampel sebanyak 43 dari 145 mahasiswa semester 8 pada program studi pendidikan bahasa Inggris. Instrumen yang digunakan dalam penelitian ini berupa kuesioner dan wawancara. Dari hasil data terkumpul menunjukkan sebanyak 73,13% siswa sepakat bahwa penggunaan teknologi dalam pembelajaran bahasa Inggris memberikan kemudahan dan keuntungan. Pengalaman dan penemuan selama pemanfaatan teknologi dalam kegiatan pembelajaran juga mengambil peranan dalam mempengaruhi persepsi siswa terhadap teknologi.

Kata Kunci : Persepsi Mahasiswa, Teknologi.

TABLE OF CONTENT

COVER	
ADVISORS SHEET	
MOTTO	i
DEDICATION	ii
ACKNOWLEDGMENT	iv
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENT	viii
LIST OF FIGURE	xi
LIST OF TABLE	xii
CHAPTER I : INTRODUCTION	
A. Background of the Study	1
B. Identification of the Problem	4
C. Limitation of the Problem.....	5
D. Research Questions	5
E. The Objective of the Research	5
F. Research Significance	6
CHAPTER II : LITERATURE REVIEW	
A. Perception	
1. Definition of Perception	8
2. Perception of technology	10
3. Factors that affect Perception	10
4. Aspects of Perception	12
5. The Importance of knowing students' perception	13
B. Technology	
1. Definition of Technology	14
2. Technology in Learning.....	15
3. Benefits of Technology in Learning	16

4. Disadvantages of Technology in Learning	18
5. Characteristics of Education Technology	18
6. Examples of Technology in Education.....	19
C. English Language Learning	
1. Technology in English Learning activity	23
2. Inhibitory factors in English Learning.....	18
D. Level of Education	26
E. Previous Related Studies	28
F. Conceptual Framework	30
 CHAPTER III : METHODOLOGY	
A. Research Method	32
B. Population and Sample	33
C. Settings of the Research	34
D. Research Instruments.....	34
E. The Technique of Collecting Data.....	36
F. The Technique of Data Analysis	37
 CHAPTER IV : RESULT AND DISCUSSION	
A. Result	40
1. Validity Test	40
2. Reliability Test	41
3. Data Interview Analysis	42
4. Questionnaire Data Analysis	48
B. Discussion	65
 CHAPTER V : CONCLUSION	
A. Conclusion	73
B. Suggestion	75

REFERENCES

APPENDICES

LIST OF FIGURE

Figure 2.1 Conceptual Framework	31
Appendix : Interview Session	

LIST OF TABLE

Table 3.1 Students Population	33
Table 4.1 Research Variable Validity Test Result	40
Table 4.1 Reliability Test Result	41

CHAPTER I

INTRODUCTION

A. Background of the Study

Technology is a testament to the rapid progress of world civilization. The Internet and gadgets are some of the proofs of these technological advances. Nowadays, everything has taken advantage of internet facilities, one of which is the education industry. Technological advances are very helpful both in preparing and in the learning process, for examples technology as a learning system, sources of information and references, and learning media. The use of technology in the form of a system can be interpreted as a change from a face-to-face system to an online system, where learning can be accessed and carried out anywhere and anytime with using only gadget and internet connection. In addition, the use of technology as a source of information or reference is to utilize technology products with search engines that can access websites that provide the information data needed and the last is as a learning medium which is the use of applications (software) as a forum for organizing learning. The role of this technology is very helpful for learning activities, especially in terms of flexibility where as at present all activities are limited due to the Covid-19 pandemic.

At the beginning of school from home (SFH) implementation which means online learning system, most of learning activities are held on 2 platforms, namely Whatsapp and Zoom Meetings. These platforms (applications) have their own advantages and disadvantages, Whatsapp can be accessed at any time

because the material that is explained will be sent by the teacher and the student can access it whenever he wants, this causes students to be negligent and less active. Furthermore, Zoom meetings require students to always be on time during class hours because students must show their faces during the learning process. The disadvantage of Zoom meetings is that the material described by the teacher cannot be repeated because it is direct and also for students who have signal problems at that time will be late to enter and even not participate in learning because they are not given access to enter by the lecturer if learning has started. The sudden pandemic attack caused shock to many parties, including education. In implementing the online learning system, there is a problem of lack of procurement of technology infrastructure which causes this to be difficult to reach in certain regions in Indonesia. There are still many areas that find it difficult to get a signal and cause them to be hampered in accessing the internet for online classes. In fact, not a few have to go to a place that is quite far from home in order to get a good signal in order to follow the learning (Amin Akbar and Nia Noviani, 2019). Therefore, the successful in learning activity also depends on the interaction process that begins with the perception of students and teachers involved in the process of teaching and learning English.

Perception can be interpreted as how a person sees and judges things (Azhari, 2004). According to Walgito (2010), perception is a process of organizing, interpreting the stimulus received by a person or individual so that it becomes something that has meaning, and is an integrated activity in the individual. Perception is quite important thing in doing every activity needs to be

considered first before doing an activity in order to minimize unwanted things happening. Through the perception of a person will continue to make contact with the environment and the activities that will be carried out because the perception affected their desire to participate in these subjects. It because the human mind stores something that has been seen, heard, and felt (Alfauzan Amin, et. Al., 2020). Student learning perception is the student's perspective or understanding of the material or information that has been received by students when learning activities take place. It is important for students to have good and correct perceptions. The formation of this student perception will affect how learners behave or affective aspects to how students act. A positive perception of learning will maximize the achievement of the learning goals. So the perception here must be supported by the interest and motivation of students who follow or actively participate. Therefore, it is important to know in advance how the perception, assumptions and feelings of students towards Learning English. This will affect the course of the learning process and make it easier for teachers to apply every material that will be given to their students (Ahmad Khalis, 2021b).

The problems above are things that most experienced by students, one of which also occurs in online system learning at Universitas Fatmawati Sukarno Bengkulu, where at the beginning of the implementation of the online system, students who live in villages have difficulty following learning due to signal constraints. Related to this, the obstacle of expensive data quotas to access the internet is also a mess. In the learning process, the teacher does not give permission to enter if the student fills out the attendance list late or enters the

classroom (media). Each material will be given an exercise that must be done and collected that day or even after class time is over, even though students must take another class next lesson. From the explanation above, we sure this makes students have a different experience and perception of online learning and the use of technology in it. Students with normal quality internet will feel good and even like the effectiveness of the online system while students who live in villages with problems in accessing the internet become less fond of the online learning system because they feel burdened, so they think the use of technology in not really effective way out or even a good idea.

Based on this background, the researcher think that it is necessary to conduct a study that focuses on what factors affects students' perceptions of the use of technology in English learning. This can provide clues to know what students expect by knowing what they think, how they perceive the use of technology in teaching and learning activities, especially in English subjects. It aims that the use of technology in the teaching and learning process can be used optimally and have a positive effect on learning outcomes and goals. Therefore, the researcher is interested in discussing the topic further in a study about students' perception of the use of technology on tertiary level.

B. Identification of the Problems

The problems can be identified as follows :

1. Selection of learning media that is not appropriate and varied by lecturers

2. The lack of lecturers' knowledge of the needs (desires) of students in learning process
3. The use of technology in learning by lecturers has not been maximized

C. Limitation of the Problem

Based on problems above, the researcher limit the study to analyze how students perception about the use of technology in English language learning at UIN Fatmawati Sukarno Bengkulu.

D. Research Questions

Based on limitation of the problem above, research questions can be formulated as follows:

1. How students' perception of the use of technology in English language learning activities?
2. What are the factors that affects students' perception in English language learning activities?

E. Objectives of the research

The purposes of this research is to find out :

1. To know what and how students think about the use of technology in English language learning
2. What factors that affects students' perception of the use of technology in English language learning on tertiary level in the period of school from home

(SFH) during the Covid-19 pandemic in 2020-2021 at UIN Fatmawati Sukarno Bengkulu.

F. Research Significances

1. Theoretical significance

Theoretically, this research is intended to find out how students' perception in the face of changes in the education system to understanding in English language learning. By knowing how students' perspectives/perceptions about things in learning are expected to be used as evaluation materials for the effectiveness of the learning process, increase learning motivation, as a reference for teachers in planning learning and achieving learning goals to the maximum.

2. For the students

Provide opportunities to students in terms of independence and awareness of fulfilling obligations. Understand the situation by looking for additional information, studying the material, and following the learning process well. In addition, students are also expected to improve technological capabilities and material understanding, especially in the face of changes in learning systems in pandemic situation.

3. For the teachers/lecturers

They can develop and determine the right system to be used in teaching and learning activities, both about the methods to be used, media, and how to create a conducive learning atmosphere that can improve the activeness and motivation of students' learning. Because, teachers are one of the important pillars of education and the main facilitators of the success of formal education.

4. For the further researchers

This research can be used as a reference to increase knowledge and consideration for further researchers on the same topic. It can also be used as a comparison material for those who want to see how the effects created by the use of technology in English especially in certain situations such as in the covid-19 pandemic period.

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

The Merriam Webster (2009) mentions several definitions of perception; result of observation, awareness of the elements of environment through physical sensation (experience), capacity for comprehension, the ability to understand inner qualities or relationship and the knowledge gained from the process of coming to know understand something. According to Azhari (2004), perception can be interpreted as how a person sees and judges things. Another opinion says, perception is an individual's view that making it powerful driving force for action. Perception is a professional manifestation of how one views the work which is colored by many sociocultural elements (Marry, 2011). According to Walgito (2010) argues that perception is a process of organizing, interpreting the stimulus received by a person or individual so that it becomes something that has meaning, and is an integrated activity in the individual. While according to Slameto (2003) perception is the process of entering messages or information into the human brain. Thus, it can generally be concluded that perception is a unique and subjective individual experience that can only be expressed and described by the person who experienced it firsthand.

The learning process involves directly two essential elements, the teacher/lecturers as source of knowledge and skills, while students are the recipients of knowledge and skills. Therefore, teachers need to know the cognitive aspects of students (conceptualization) and the affective aspects (motivation to learn) in learning. Understanding the concept is the ability of someone to understand or understand something after something is known or remembered, including the ability to capture the meaning of the material being studied, which is stated by describing the main contents of reading, or changing the data presented in certain forms to other forms.

A good knowledge transfer process certainly affects students' motivation and perceptions. It because students perception is an influential factor in the successful adoption of educational technology. Students' perception models show that effectiveness is felt by students during the learning process. In this case, the perceived effectiveness of the application of technology such as online learning. There must be a diversity of perceptions about education so that it can be concluded and become an evaluation material to be able to run in balance. From the students perspective of supervisor or academic advisor is directly responsible for the supervision of the student's program. They have the responsibilities of assisting the student in planning study programs and staying informed of student's research activities and progress. However, in practice, these issues are not checked and supervised, so it will be controversial to distinguish the responsibilities if something negative happen in the future (Chen, et.al., 2018)

2. Perception of technology

The rise of technology in the era of globalization is sophisticated to facilitate processes and activities. Here the importance of technology to always follow its developments. The use of technology can increase interest because of the more attractive appearance so that it will avoid boredom. We must be able to be open, accepting and supportive of technological developments. Perception is how we see the world around us. The perception of technology can be interpreted as the level at which a person believes that using technology can have an impact in the form of convenience (Davis, 2013). The importance of cultivating the perception of something is so that we do not get carried away with the current that causes harm, just as technology is so that we can know whether the technology has a good or even bad impact. Perception is also important so that we are vigilant and know how to deal with it and what steps to take. The more humans feel the positive effects of using technology, the better their perception will be. However, if it is felt that technology does not provide much benefit to life, then technology will be considered no or less useful. With a positive perception of technology, it is certain that technology will grow because humans will always use and depend on it.

3. Factors that affect Perception (Measurement)

To get any educational value out of technology used, the students must pursue educationally (Marry, 2011; Lui, et.al., 2006)

a. Previous educational conditions

b. Individual characteristics

Each individual has different characteristics and backgrounds that definitely affect his characteristics. Background also influences the impact of an individual's thinking (O'Malley and McCraw, 1999)

c. Perceived characteristics of technology

Students will respond or act according to what is perceived from the effectiveness of the technology they can and feel.

d. Interaction and approach

Encourage students to act with each other with educational technology and in doing so, to create opportunities that the usefulness of technology will change perceptions. The factors above are subjective and cause individual perceptions different from one student to another even though they assess absolutely the same object and even with the same situation. The differences in perception can be traced to the presence of individual differences, differences in personality, differences in attitudes or differences in motivation. Basically, the process of forming this perception occurs in a person, but perception is also influenced by his experience, learning process, and knowledge.

According to Chin and Todd in Hans (2015) the indicators used to measure perception of technology as follows:

a. Useful

b. Makes work easier and faster and Increases productivity.

c. Implementation of technology in activities

In fact, perception cannot be measured by any tool, because perception is subjective or depends on what each individual experiences and feels. Perception measuring instruments are only influencing, not for measuring or grouping perceptions. Also, perception has no level or category, there is only the level of agreeing or not whether the technology has a positive or negative impact, etc.

4. Aspects of Perception

Walgito (2010) mentioned that perception has three aspects include :

a. Cognition

This aspect is related to one's intelligence in terms of knowledge.

This aspect is closely related to how a person thinks and sees things, expectations, ways of thinking and processing things, and the experiences one has gained in the past.

b. Affection

This aspect is related to a person's emotions or feelings, how a person expresses towards something. The point is that the good or bad condition of something is based on how the mood / emotion / feelings of the individual at that time.

c. Conation/ psychomotor

Conation is an aspect of an individual's activities, including motivation, attitude, and how an individual behaves in accordance with his or her perception of a particular object or circumstance.

5. The importance of knowing students' perception

Students' perception of matters related to learning is very important, because students as recipients of knowledge are objects that can determine how successful in learning. therefore, it is important to pay attention to the student's wishes (perception). Here are some of the advantages of student perception:

1. As a school and lecturer evaluation material in various matters such as determining teaching methods and techniques, the media that must be used, and how to deal with students.
2. The level of effectiveness of the learning process increases with mutual understanding between students and lecturers can cause good chemistry between the two parties and affect the improvement of the learning process.
3. Increase learning and teaching motivation
4. Learning goals can be achieved with maximum results

Students will not change their behavior if he or she still has or is guided by their perceptions to avoid the rules (refute). Learning innovation is needed to create quality of learning. Learning innovation is an effort to improve the implementation of the learning process (Alfauzan Amin and Alimni, 2021). Assisted by the role of technology, teachers try their maximum and creatively to provide strategies or something that is interesting for students so that the learning process becomes and makes students motivated in achieving results.

So, the use of technology can provide opportunities for changes in perception about all things, especially the use of technology in learning over the time.

B. Technology

1. Definition of technology

Technology is the idea of things that are created or human made (Anderson and Anderson, 2011). Skbina (2015) mentions, technology is a whole organization involved that has the same goal so that its function can provide mutual benefits. Other opinions, technology is an artificial intelligence and tools for sharing information and networking (Karunathilake, 2017). Li-Hua (2009) Technology is represents the combination of human understanding of natural laws and phenomena human understanding of natural since ancient to make things that fulfill our needs and desires or that performs certain function, and that it has to create things that benefit human being. Meanwhile, Rahmat Iswanto (2017) argues that technology is interpreted as a means that provides various things human needs for the survival and comfort of his life.

With the various opinions above, we can conclude that technology is the result of human thought and effort to succeed in creating something in an organized manner and has its aspects serve to provide benefits for human life itself. More precisely technology is knowledge that is used for a purpose.

2. Technology in Learning

Educational technology is an effort to help in improving performance in the teaching and learning process. In practice, it is to create, use, and manage existing technological processes and resources in order to achieve the expected goals and results. Educational technology is a complex process that integrates people, procedures, ideas, means and organizations to analyze problems and design, implement, access and manage problem solving in all aspects of human learning. In other words, technology in the learning process is a system used in the process of developing human abilities, especially in the field of education. Most people agree that technology is considered part of an educational revolution that will have a significant impact on the 21st century. According to Isisag (2012), the teaching and learning approaches must be up-to-date and in line with the changes in our daily lives – which include the integration of technology, to provide novelty and innovative learning experiences to the learners. This is in line with the main objectives of technology in learning: Support and advance education from various fields by utilizing technology itself. (Husain, 2014). Also, facilitate the learning process by helping to solve learning problems or facilitate learning so as to improve performance.

3. Benefits of Technology in Learning

The use of technology in formal education has very special significance in lifelong learning. (Ersoy and Guneyli, 2016). Technology offers many opportunities to overcome future challenges in learning process, such as:

- a. Technology transform the classroom into an interactive learning environment.

Teachers can vary the approaches and methods of learning as creatively as possible so that you can influence students to learn actively and can motivate them. This can improve the quality and effectiveness of the teaching and learning process. The use of technology should provide learners with the sense of freedom, motivation, and drive they need to learn (Traore and Kyei-Blankson, 2011). Each learning material requires a different method that must be tailored to the needs. Here are some teaching methods or techniques that can be applied to technology-based learning: (Wuarlela, 2020) : Students project: individual or group; games ; lecturing/speech (*ceramah*); question and answer or discussion, also demonstrations and experiments.

By trying to apply varied methods will also provide a different learning experience.

- b. As an innovative and creative learning medium

Learning by using media can stimulate students' interest. Teachers can also provide examples relevant to learning materials using illustrations in the form of photos or videos so that students will be easier to understand and absorb information.

- c. Source of information

Technology offers ease in getting information. Computer and internet technologies have the potential to help provide people to access a

myriad of professional, education, social and economic resources. The internet is being used as a source for teaching material. Providing information and communication technologies for teaching and learning will have some advantages. First, the students will play a more active role, which will help them retain more information. Next, follow-up discussions will contain more detail where students will become more independent. Lastly, the students will easily process new student-based educational material and their skills will increase

d. Technology is a powerful tool

It should be selected when it is the best tool for students to learn. The creation of many potential applications as a result of the development of innovative technologies

e. Flexible: can be done without face to face, anytime, and anywhere.

f. Increase the frequency of communication and creativity.

Technology also increases student collaboration that highly effective tool for learning. Students cooperatively works together to either create projects or they can learn from each other by reading the work of their peers (Keser, Huseyin, & Ozdamli, 2011).

4. Disadvantages of Technology in learning

a. As a complex system. Some learning behaviors and learning outcomes need to be reviewed by the teachers subjectively such as essay and classroom presentation. It is quite hard to evaluate this kind of learning

activities by the pre-programmed without human intentions. (Chemn, et.al., 2018).

- b. The emergence of static (uncreative) properties that affect
 - 1) The ability to understand for students (characteristics, development, maturity, experience and mental state).
 - 2) Ability to design learning goals (Mahnun, 2012)
- c. Reduced communication and two-way interaction between teacher and student.
- d. Ease of information making students lazy to think critically and become passive only to be recipients).

5. Characteristics of Educational Technology

Before deciding to make technology a part of learning, the first important thing to pay attention to and do is to find, and sort out the technology to be used that meets learning needs, interests children and in accordance with the development of maturity and development of children. Therefore, it is important to know the function: (Mahnun, 2012)

- a. Stimulation function: Must be able to be utilized by the teacher to make the atmosphere and learning process that is not boring. In other words, functions that can cause interest to learn and find out more/ curiosity. This condition can occur if the media displayed and the information presented is new, attractive, and has never been known before by students either visually or physically.

- b. Mediation function: Connecting the course of communication between students and teachers
- c. Information function: Displays the explanation that the teacher wants to convey. It is expected that students can capture what the teacher means from the explanation.

In addition, the effectiveness and efficiency of the selected technology must also consider accessibility factors, where this factor is no less important because it is a factor related to things such as whether there is ease of access in using it or not.

6. Examples of Technology in Education

- a. Online Learning System

Creating a more flexible education, namely online learning (E-learning). This technology can provide opportunities to change our approach in education to face future challenges. E-Learning is a renewable learning model that uses communication and information technology media, especially the internet. This is supported by the ability to update, store, distribute, and share information in the form of learning materials. This system allow the teaching and learning process to be flexible, meaning it can be done at anytime and anywhere and using any electronic device.

b. Source of Information

Students can actively access a wide range of information and science as needed relevant to the subject of learning. So that the use of technology as a source of learning, will help facilitate and accelerate the completion of school tasks. Students can use technology, namely the Internet and Website. Various collections of publicly accessible and interrelated web pages that share a single domain name or keyword. However, users must be careful in determining the website to be accessed and used as a source of information. Examples of websites that are suggested as a reference source and commonly accessed are the official websites of agencies, scientific journal publication websites such as Google Scholar, Library (National Library), Open Access Journal Directory (DOAJ), and other university repository websites that usually provide journals and scientific works published by the agency.

c. As a learning medium

Here are some examples of technological features as a learning medium:

➤ Presentation tools

The most familiar technology for conveying and explaining a material or learning information is to use a power point (PPT). PPT allows us to design our own information to be loaded both in terms of appearance, and the content of the material. In connection with that, there is also the latest technology called Interactive Whiteboards (IWB) and Share Screen. This technology allows images from a computer to

be displayed through a digital projector, onto a large board or it could be to a wall. Users can interact with the content on the board using a finger or stylus. The potential of interactive whiteboards to improve the quality of the teaching and learning process by increasing the level of interaction, communication and collaboration. In online learning (E-learning), this technology can also be used with a feature called 'share screen' here teachers or participants can display the material to be delivered and other students can see and record it.

➤ Learning Application

Various variations of applications are available and continue to be developed to support the learning system and its sustainability. Innovation continues to be done in applications so that their utilization is more quality, designed to be operated easily on mobile devices such as smartphones, computer devices, laptops and tablets. Examples of software applications that are often used in learning especially online learning as follows:

- Group Discussion and task collection: Google Classroom, Edmodo and Whatsapp.
- Video conferences. This is a communication technology that allows the parties involved (students and teachers) to interact via video virtually. In this learning process is used as a medium to explain the most effective learning materials, especially now that many are

equipped with good features. Examples of commonly used applications are Youtube, Zoom, Google Meet, etc.

➤ Online Storage and Sharing

Cloud storage is an online or digital-based file storage medium that relies on an internet connection for data access. This is the latest breakthrough in how to store files. If you used to have to deliver on the device manually such as using flashdisc or hard drive, with online storage and sharing we can move files only from the fingertips only. We only need to send to the online storage (cloud) account that we have and automatically the file will be stored securely and we can open and share it with anyone, anywhere and anytime during our time. Examples: Google Drive (G-Drive), Dropbox, Media fire, etc.

➤ Quiz Application, is an application designed to ask questions online.

Usually the teacher gives a quiz at the end of the material to see the level of understanding of students. An example of an app is Quizizz.

➤ Language Learning Application, is an application that was created

with the aim of helping someone learn English independently. Features in this application usually contain games, dictionary, formulas, learning materials and accompanied by examples. Some applications also come with English articles that can be used to practice. Examples of English learning applications: Lingualift, Duolingo, BBC, Memrise, etc.

C. English Language Learning

1. Technology in English Learning activity

In this modern era, people's ability to utilize their knowledge to increase productivity is vital. Education should be able to build human resources like this. Therefore, education policy is directed to be able to prepare human resources who are able to face future challenges effectively and efficiently, by utilizing all aspects of resources. Currently, information technology in the world of education has penetrated into various subjects including English subjects. There are many roles of information technology in English language learning, especially in the era of the Covid-19 pandemic which shifts learning from school to online. The use of technology in learning activities needs to be pursued by teachers in accordance with the abilities of each school and the teacher concerned in connection with the recommendations for online learning by the government so that educational goals can be achieved.

The use of ICT (Information and Communication Technology) in education is not too new. The use of ICT for education, especially English language learning, has become a necessity that cannot be delayed any longer. Various ICT applications are already available in the community and are ready to wait to be optimally utilized for educational purposes. The use of information and communication technology for education can be carried out in various forms in accordance with its function in education. One example of evidence of the role of ICT is E-learning or online learning is learning whose implementation is supported by hardware technology services such as

telephones, laptops and tablets. Basically, technology in education can be utilized by anyone and in a very varied and flexible way, depending on the situation and conditions of the school, students and teachers concerned. According to Indrajut (2004), the function of information and communication technology in education can be divided into seven functions, namely: (1) as a storehouse of knowledge, (2) as a learning aid, (3) as an educational facility, (4) as a competency standard, (5) as an administrative support, (6) as a tool for school management

2. Inhibitory factors in English Learning

a. The perception that English is difficult

In Indonesia, most people are still confronted about the perception that English is a difficult thing to learn and even scary. This has happened from the beginning of its existence, if it has met with difficulties in the learning process then students will tend to be lazy to continue learning. It makes it difficult for some people to learn it. Given the importance of understanding educational materials, learning should be supported by strong learning motivation and can arouse the desire to know better.

b. Lack of innovation

Mostly learning in Indonesia adheres to a lecture method that only provides theory so that if faced with different examples or conditions, students will be confused and do not know anything. In fact, foreign languages will be much more effective and inherent if taught by practicing, educating, and cultured. That is the teacher not only provides knowledge

limited to the theory of pronunciation, arrangement or order of sentences, but also conducts language interactions, in this case it can be by way of repetition, doing question and answer, or telling students to have a dialogue together. In addition, by including media can also make learning easier and can increase the students' mood. Some principles can be used as a reference in teaching English:

- Spoken language is a basic principle that teachers use in the learning process.
- Learners are given an understanding of the material that will be taught orally before reading or writing.
- Prioritize active learning
- Suppressing the practice carried out by students in communicating, knowledge of linguistic order is needed, linguistic order helps students to choose the form of speech in communicating, the meaning and function of speech itself. That is, communication carried out by learners is a process, and knowledge of linguistic order alone is not enough (Tomlinson, 2005). The basic principle that serves as the principle of learning English that is domiciled as a foreign language is the application of English itself which is used in a social context, that is, language is used in interacting in social life (Tomlinson, 2005). So, if language is a skill that must be used then

D. Level of Education

The education level is an educational stage that is determined based on the level of development of students, the goals to be achieved, and the abilities developed. Education in Indonesia is divided into four levels, namely early childhood, primary, secondary, and higher education.

Education	School/Level	Grades	Age	Years	Note
Primary	Kindergarten - Taman Kanak-kanak		3-5		
Primary	Elementary	1-6	6-11	6 years	Sekolah Dasar (SD) (literally Elementary School)
Middle	Middle School	7-9	12-14	3 years	"SMP (Sekolah Menengah Pertama)
Secondary	High School	10-12	15-18	3 years	"SMA" (Sekolah Menengah Atas) and SMK (Sekolah Menengah Kejuruan)
Post-secondary	Associates Degree			2	Ahli Madya Diploma 3
Tertiary	University first stage			4	Sarjana (S1) followed by Subject Degree
Tertiary	University second stage			2	Magister (Strata Dua) (S2)
Tertiary	University third stage			3	Magister (Strata Tiga) (S3)

Data : Ministry of National Education of Indonesia

a. Primary Education

In Indonesia education is centrally controlled by the ministry of national education. 6 years in primary school and 3 years in junior high school are compulsory. The primary phase follows on after optional pre-

school playgroups that may commence in a child's third year. Most elementary schools are government controlled. Some offer accelerated programs that compress the phase to 5 years. As Islamic education system operates in parallel to this.

b. Middle Education

Junior high school offers a bridge between the gentler pace of the elementary phase, and the challenges of senior high school that may follow. It also assists educators to determine a possible future direction for their students. The Islamic education system continues to provide an alternative.

c. Secondary Education

There are two different kinds of Indonesian high schools providing two streams of education for those who choose to optionally enrol. One of these is aimed at those who intend to go on to university. The other is for those who plan to find jobs right away. Other young people choose the Islamic alternative.

d. Vocational Education

Vocational training is mainly provided by private training colleges and initiatives by donor countries. Unfortunately this continues to occur mainly in the cities. This continues to condemn most of the rural poor to a life of drudgery and manual labor.

e. Tertiary Education

There are 4 kinds of tertiary education institutions in Indonesia, namely polytechnics, academies, institutes and universities. Some of these are state controlled, some are religiously affiliated and some are privately funded.

7. Previous Related Studies

The purpose of the earlier study is to provide background information and a point of comparison with the current research. Also, to see what has been investigated and what has not been studied in past research. As for the research finding that the author believes are relevant to the current study, they are as follows:

The first study is about Student Perception of E-Learning Implementation in Information Systems Management Courses, done by Seno Abi Yodha, Zainul Abidin, and Eka Pramono Adi (2019). Researchers discussed how students majoring in educational technology opinion on the application of e-learning in system management courses. The results of interviews with students showed that, students were enthusiastic during the learning process, with the facilities and facilities provided. However, there are still perceived shortcomings such as less communicative lectures and poorly scheduled assignment collection. This prior research discussed the perception of students towards the implementation of e-learning. While this research is about the use of technology in all.

The second study is done by Fahimul Amri, 2022. The researcher spread online questionnaires to 287 students in different high school. It focuses on what

factors are the reasons for how the use of applications, such as Whatsapp, Google Classroom, Zoom, etc., can succeed online learning. The results indicated that the choose applications (platform) by the teachers is often used by students (familiar) because it is easy to access and can be accessed well operated by students. This is because the proficiency of students in using these applications is very important to determine success of online learning. This prior study examined perceptions in high school students with different categories (*SMA, MA, SMK*) in Jombang, Central Java. Meanwhile, this study examined students of UIN FAS Bengkulu, 2018 academic year.

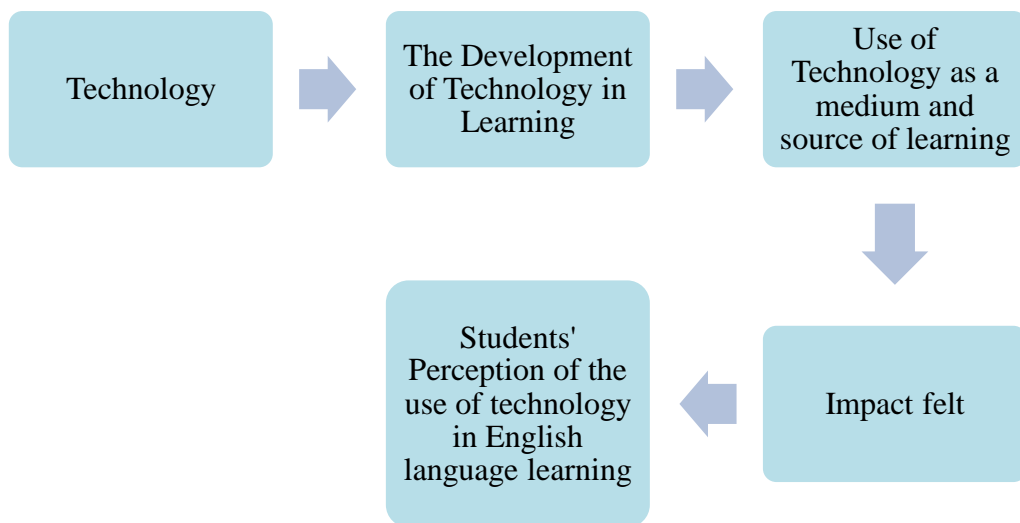
The last study is done by Fitroh Setyo Putro Pribowo (2020) with title 'Elementary School Teacher's Perception of The Use of Gadgets in Classroom Learning'. In this case, researchers examined how the teacher's perception of the use of gadgets in learning which includes functions as learning devices, teaching tools and materials, learning media and learning evaluation tools. The results obtained that 60.53% of *Muhammadiyah* school teachers in surabaya agreed that the use and mastery of learning technology is important and 92% of teachers stated also that technology provides attractive and communicative media. Research by Fitroh looked at perceptions by teachers at the elementary school (elementary) level. While this research aims to see perceptions from the side of students in the university environment.

8. Conceptual Framework

Technology as a result of human thought and effort created to provide benefits for human life itself has developed to provide benefits for the

achievement of expected goals in many areas, one of which is education. The use of technology in education facilitates the learning process by helping to solve learning problems or facilitate learning so as to improve performance. The utilization of technology in helping the teaching and learning process can be in the form of variations of learning systems, learning media, even learning resources. With the right mastery and application, technology can have a positive impact on all parties involved. The conceptual framework underlying the research is given in the following diagram :

Figure 2.1 Conceptual Framework



CHAPTER III METHODOLOGY

A. Research Method

This study used the survey study method. Survey research is defined as the collection of information from sample of individuals through their responses to questions (Check and Schutt, 2012). Survey is a methods of collecting data and information as reported by individuals (Sugiyono, 2019). Survey research can be conducted in large and small populations with the aim of knowing the relationship between variables and relative relationships among them. Also, surveys are used to get an idea of how a group or population feels about a number of things, such as political debates, new business, class, and religious views. In addition, surveys can be a way for people to measure how often or how likely people are to engage in different behaviors.

This research used quantitative approaches. Quantitative approach is approach that emphasizes the analysis of numerical data with statistical methods. In this case, researcher's curiosity is about how teachers and students perceive the use of technology in English learning. The survey conducted by spread questionnaires containing a number of questions related to the topic being studied online with the Google Form format on a predetermined sample.

B. Population and Sample

1. Population

According to Sugiyono (2019), population is the area of generalization that is the focus of the study, which has a certain quantity and characteristics

set by researchers to be studied and then drawn conclusions. The population in this study is the students in the year 2018 academic year of English Education, Tarbiyah and Tadris Faculty at UIN Fatmawati Sukarno Bengkulu.

Table 3.1 Students Population (Students of 2018 academic year)

No	Class	Male	Female	Number
1	A	7	24	31
2	B	5	23	28
3	C	6	23	29
4	D	6	23	29
5	E	8	20	28
	Total	32	113	145

Source : UIN Fatmawati Sukarno Bengkulu

2. Sample

According to Sugiyono (2016), the sample is representative of the overall number and characteristics possessed by the population. According to Nana Sudjana and Ibrahim (2004), the sample is a portion of the population that can be reached on condition that it has the same nature as that population. The researcher used convenience sampling (accidental) method. This is a technique of determining samples by chance, meaning that anyone who coincidentally meets the author can be used as a sample if the person is suitable as a data source.

According to Arikunto (2012: 104) if the population is less than 100 people, then the sample number is taken as a whole, but if the population is greater than 100 people. So, the number of samples in this study was taken 10-15% or 20-25% of the population. Researchers took representatives as much as 20% of the existing population, so:

$$20\% \times 145 = 29 \text{ students (as standard number).}$$

But in the field, the researcher met more people who were suitable as samples, so the final result was **43 students**.

C. Settings of the Research

This research conducted on students of English Education program in 2018 academic year and taken place in UIN Fatmawati Sukarno Bengkulu.

D. Research Instruments

1. Questionnaire

A questionnaire is a list questions that created and developed to give in-depth information about the topic of research. Through this instrument, the respondents can give their opinion. Questionnaires are the primary way to collect primary data on quantitative research (Cohen, 2013). This enables quantitative data that is collected in a standard manner so that the data is internally consistent and coherent for analysis (Roopa and Rani, 2012). The selected type of questionnaire is a closed type of questionnaire. So,

respondents can choose answers that feel appropriate or close to what they agree with. The questionnaire is in *Google Form* (online)

a. Data Validity Test

Validity is the degree of accuracy / feasibility of the instrument used and the extent to which the instrument performs its measurement function. A measurement scale is called valid if it performs the function as it should and measures what it should be measured. When the measurement scale is invalid, it is not beneficial for researchers because it does not measure and do what it should do. This validity test uses 'Corrected Item-Total Correlation. The decision making if:

$r\text{-count} > r\text{-table}$ then the item is valid

$r\text{-count} < r\text{-table}$ then the item is invalid

b. Data reliability test

Reliability is an index that shows the extent to which a measuring instrument can be trusted or reliable. If a measuring device is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring device is reliable. In other words, reliability indicates the consistency of the gauge in the same symptom gauge. Testing the reliability of the instrument using the Alpha Cronbach formula because the research instrument is in the form of a questionnaire and a multilevel scale, with decision making:

Cronbach Alpa $> .50$ is reliable

Cronbach Alpa $< .50$ is said to be invalid

2. Interview Guidance

This instrument tool is in the form of a list of questions systematically arranged in accordance with the research topic, research subject, research object with the aim of obtaining data and answers from research informants (students) precisely and completely. Answers will be recorded on a special sheet / notebook and during the interview session will be recorded using the recorder tape, so that the researcher can use and can be played back respondents' answers record so as to minimize errors.

E. The Technique of Collecting Data

1. Questionnaire

Questionnaire is data collection techniques by providing a set of questions or statements that respondents have to answer. Questionnaire is a research instrument consisting of a series of questions regarding the topic of research with the aim of collecting information from respondents. Questionnaire provides freedom of opinion for respondents to answer or argue. In this study, the questionnaire was made in online form (Google form) and shared via a link address

The procedure of preparing the questionnaire can be done as follows:
(Arikunto, 2010)

- a. Find and determine the goals of the research
- b. Identify the variables to be targeted by the questionnaire.
- c. Describe each variable into a detailed form of question (sub-variables).
- d. Determine the type of data and its analytical techniques.

2. Interview

Researchers also conducted an interview with respondents (students) to get and complete the information (data) obtained from questionnaires so that the results of the study became more specific and strong. The type of interview used in this study was a structural (standardized) interview. Researchers asked some questions to the informant based on a list of questions that have been prepared before. The question asked contains topics related to the title and purpose of the research.

F. The Technique of Data Analysis

Data analysis technique is processing existing data to come to the right conclusion. The questionnaire is divided into several categories per topic. Each existing category collected and measured on a likert scale, i.e. each answer is given a score ranging from 1-5

In processing existing data, researchers follow these steps:

1. Editing, which is checking the filling of the questionnaire regarding the clarity and correctness of the filling to avoid errors and errors in order to obtain accurate data information.
2. Coding, classifies the respondents' answers according to their various kinds
3. Scoring, giving an assessment on the data that has been collected

Strongly agree answer	5 points
Answer agree	4 points
Neutral (Neither Agree or Disagree)	3 points
Disagree	2 points
Strongly disagree	1 points

Retrieval values per question item can be calculated using the percentage formula. According to Sanafiah Faisal (Anjas Sudijono, 2005) as follows:

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

N

P = Percentage

F = Total number of score of questionnaire results

N = Number of all respondents

4. Tabulating, entering the data that has been collected in the form of a table to then find out how much the calculation results are.
5. Data analysis, calculation using the percentage formula or relative frequency, as for the formula:
6. To provide interpretation and percentage of the questionnaire results obtained, the following interpretations are used:

Very High	81-100%
High	61-80%
Normal	41-60%
Low	21-40%
Very Low	≤20

To determine the level of perception percentage, a simple calculation is used with the following steps:

- 1) Determine the expectation value (NH), obtained by multiplying the number of question items with the highest score
- 2) Calculating the score value (NS), this value is the average value of the research results. There is a way of calculating by using the mean formula:

$$Mx = \frac{\Sigma x}{N}$$

Description :

Mx : Mean

Σx : The number of scores on each question indicator

N : Number of respondents

7. After calculating the total score of each question per category, the last step is specify a category, with the following formula : (Nurbaiti Suri, 2009)

$$\frac{NS}{NH} \times 100\% \quad \text{Desc: NS : Score value NH : Expectation value}$$

The determination of the category level is the same as the percentage of the questionnaire

CHAPTER IV RESULT AND DISCUSSION

A. Result

1. Validity Test

This test is carried out to find out whether the existing questionnaire statements can reveal the data on the research variables appropriately. The results of testing the validity of the questionnaire can be known to what extent the collected data is in accordance with the research variables. For the level of validity, a significant test was carried out by comparing r count with r table for the number of 43 people (N=43) with alpha 0.05 ($\alpha = 5\%$) obtained r table of 0.2542. If r counts greater than r table (r counts > r table) and the value of r is positive, then the item of the statement can be said to be valid, and vice versa if (r count < r table) then the statement is invalid. The results of the analysis can be calculated in the following table:

Table 4.1 : Research Variable Validity Test Results

Indicator		R Count	R Table	Description
Technology as Learning System	1	0.290	0.2542	Valid
	2	0.716	0.2542	Valid
	3	0.504	0.2542	Valid
	4	0.622	0.2542	Valid
	5	0.636	0.2542	Valid
	6	0.470	0.2542	Valid
	7	0.558	0.2542	Valid
Technology as Source Information	1	0.522	0.2542	Valid
	2	0.630	0.2542	Valid
	3	0.559	0.2542	Valid
	4	0.263	0.2542	Valid
	5	0.371	0.2542	Valid
	6	0.342	0.2542	Valid
	1	0.560	0.2542	Valid

Technology as Learning Medium	2	0.800	0.2542	Valid
	3	0.699	0.2542	Valid
	4	0.476	0.2542	Valid
	5	0.482	0.2542	Valid
	6	0.576	0.2542	Valid
	7	0.626	0.2542	Valid

Source : Primary Data Processed (2022)

Based on the results of the validity test in the table above, it can be seen that the r count value for the three indicators tested is positive and greater than the r table. Therefore, it can be concluded that the whole point of statement of each variable used in the study is declared valid.

2. Reliability Test

Reliability test to measure a questionnaire which is an indicator of variables. A questionnaire is said to be reliable if one's answer to the statement is consistent. Testing reliability using Cronbach alpha > 0.50 then the variable is said to be reliable. The following are the results of the reliability test in this study:

Table 4.2 : Reliability Test Result

Indicator Item	Cronbach's Alpha	Description
Technology as Learning System	0.592	Reliabel
Technology as Source Information	0.267	Reliabel
Technology as Learning Medium	0.705	Reliabel

From the table above, it can be seen that the value of Cronbach Alpha is 0.592 and greater than $\alpha = 0.50$ ($0.592 > 0.50$); $\alpha = 0.50$ ($0.267 > 0.50$); $\alpha = 0.50$ ($0.705 > 0.50$); so it can be concluded that all the instrument used in this study is reliable.

3. Data Interview Analysis

Researchers also conducted interviews with several respondents to dig up more information about their opinions and reasons for whether or not they like the use of technology in English learning systems during school from home. So that several answers were found such as:

1. Technology as a Learning system

Q1 : What do you think about the online learning system you are currently living in (during the School From Home period)?

‘In my opinion, the online learning system is more strenuous and laborious than online. The reason is, because you have to always focus on staring at the monitor screen (laptop/handphone), it makes the eyes tired. Almost all lecturers do this, there is no variation in carrying out learning, so it also creates boredom. However, to keep learning going, the online system is arguably the right path and over time, it is also effective and efficient.’

‘Actually the online system is fun, because we don't need to go anywhere and can learn from anywhere. But, I also have trouble with this system, where the task becomes more numerous, often late joining the class if the network is bad and so on.’

From the respondents' answer, it can be concluded that the online learning system is the right choice to replace face-to-face learning during the Covid-19 pandemic. However, it is necessary to develop a variety of methods in learning so that students can enjoy learning activities more and influence their interest and motivation for learning.

Q2 : Does the change in the learning system from a conventional (face-to-face) to an online system affect your interest and motivation for learning?

“Yes, very very influential. At first it is difficult to adapt, interest and motivation to learn become unstable, lack of vigor. because the learning process becomes dependent on an internet network that is not static (stable). However, because there are lecturers who require to be active in online learning and that makes me motivated and increases motivation.”

“Yes. As I said earlier, the task becomes more and more and sometimes I also find it difficult to understand the material if only through theory.”

From the answers above, it can be seen that students' interest and motivation for learning are also influenced by what kind of situation is faced during the lesson. In addition, encouragement from lecturers can also slightly provide motivational encouragement to students. in other words, the role of lecturers also has a very important role in terms of improving the quality of learning.

Q3 : What are some of the obstacles that you still feel and are your problems in participating in online learning?

“So far there are no significant obstacles. Because when the online class starts, I always prepare myself as much as possible, laptop, headset, signal, quota, I always use it so that it doesn't become an obstacle. It's just that the smoothness of the internet network, which sometimes experiences problems, makes it a little difficult to take classes. In addition, the problem of accessing a paid website or application is also an e-book that cannot be downloaded for free if the information is not on the regular website.”

“ Only internet connection (signal) and time. I can't attend classes if the signal is bad, and I can't turn in my assignments on time because I don't use wifi.”

From the respondents' answers, the problem of participating in online learning is only a signal that sometimes experiences problems and access references from paid websites.

2. Technology as a source of information

Q1 : How do you use technology as a source of information/learning reference?

“As optimal as possible, because technology, especially the internet, is the only tool and media for learning at home when the system is online like this. First, I can take advantage of technology by doing long-distance communication easily and quickly. Secondly, I use technology to download applications as a source and a place to learn independently, the last one I use search engines (internet) to search for important terms that I knew/ unknown and also Open google scholar to find references.”

“ I use as much as possible, especially to find learning materials. I usually look for articles with easy language to improve understanding. In addition, as a reference I look for journals online instead of books.”

Based on these answers, it can be said that the role of technology in being a source of information has an important role, especially during online learning.

Q2 : What are the benefits you get from using technology as a source of information/learning reference?

“The benefits obviously make it easier to obtain learning materials and support my learning process, because with technology everything can be reached easily and quickly. One of them is that there is no need to go to the library, do not have to buy books, we only need to open a search engine from our device if we want to find more information and learning materials that are sometimes not contained in books”

“ Of course because it is effective. what we are looking for will appear and we get quickly just by opening google. we don't need to look for books anymore, because almost everything is provided on the internet”

Q3 : How often do you use technology as a source of information/learning reference?

‘I used often. Every teaching and learning activity takes place and when doing assignments, especially since the pandemic, everything depends on the information obtained online, because we cannot borrow books in the library as usual.’

‘I could say almost all the time, not only when you need a reference for learning (formal) but also when you want to learn or just find out information about something such as beita which is being talked about a lot to new terms that I don't understand.’

From the answer, it can be concluded that students are almost completely dependent on the internet (technology) to meet learning needs, both looking for information, explanations, and references.

3. Technology as a learning medium

Q1 : Are you happy and satisfied with the learning media that has been used in the classroom (online)? If yes/no, explain

‘Yes. The use of learning media makes learning easier to understand. However, it must also be accompanied by the selection of varied and appropriate methods. Otherwise, the media will also not help much.’

‘Not really, because the application chosen by the lecturer as a long-standing learning medium becomes boring so it is not effective for learning activities. For example, the use of chat groups that were originally used as a place for active discussion eventually became passive because not many students participated, especially if the teacher only appeared at the end of the lesson. however, if the teacher can bring a pleasant atmosphere in learning, it is not a problem. for example, the teacher occasionally gives ice breaker, it can make students relax and get excited again after’

From this response, the level of student satisfaction with the use of technology as a learning medium is at the middle level, not good and not

bad. Because, learning media is a tool that will be effective if paired with the right method. And if not, then the medium will be ordinary.

Q2 : What kind of learning applications do you expect as a learning medium that can foster your motivation and interest in learning?

“The application is not dependent on the network so it is easily accessible and unpaid. For example, the 'my dictionary' application to correct words, diction, and vocabulary with offline features.”

“Apps like youtube. Because according to learning it becomes more interesting and students will find it easier to understand because youtube videos explain almost the same as the teacher, unlike just the material that we read ourselves.”

“I strongly agree that if lecturers use the quizziz application, with the application it can increase learning motivation.”

From the answer, it can be concluded that the application desired by each student is different. This of course also depends on the interests, abilities and needs of students. Therefore, the type of application to be used depends on the lecturer's policy.

Q3 : What application do you choose as an online learning medium, why?

“Quizziz, because it is very effective for increasing the spirit of learning. the reason is because the scoring or question results are direct / instant so that members have a satisfactory impression as a booster of learning motivation. in addition, there is also a feature of ranking according to the score obtained also helps to give impetus to study the material seriously.”

“Zoom application. Because in my opinion, by using the zoom application it is quite effective and efficient. Because students can and lecturers can meet face to face (virtually) and students can ask the lecturer and immediately get an explanation on the spot.”

‘‘I strongly agree that if lecturers use the quizziz application, with the application it can increase learning motivation.’’

‘‘Zoom. But zoom is premium (paid), because with zoom, learning becomes easier and access to join is also there. Unlike other apps that can go in and out carelessly. Zoom can also be accessed by many pioneers. So it makes it easier and feels like learning is done in person, even though it is done online.’’

From the answers obtained, students chose the zoom and quizziz applications as applications that they chose to use as online learning media. This is because the application features are complete and can increase their motivation and interest in learning. For example, the zoom application is preferred because it can make learning more lively with its video feature, besides that learning explanations can also be delivered directly so that Q&A can also be done.

From the interview above, it can be concluded that:

1. Students argue that technology as an online learning system replacing conventional (face-to-face) systems during the pandemic is the right choice. There are indeed difficulties to adapt at first, especially for network problems (signals). However, over time, experience and assistance from various parties, these obstacles can be understood and overcome.
2. As a source of information and a learning reference, technology is very important, given the limited space for movement to travel, and to intercede with many people. With the help of the internet, students can search for

information, references, and explanations regarding learning materials easily and quickly.

3. Application as one of the results of technological developments has a large role in the continuity of online learning. The application is used by lecturers as a forum to interact and deliver learning. Most of the selected applications have met the needs of students so that the learning process can take place properly and students also get positive feedback as well.

4. Questionnaire Data Analysis

To find out students' perceptions of the use of technology on English language learning, data will first be processed in the form of a percentage based on the category of application of the technology, namely:

- a. Technology as Learning system, the application of technology as online learning, which is a substitute for a face-to-face learning system
- b. Technology as source information, namely the use of technology as a source of general information, references, and learning resources
- c. Technology as learning medium, about how to use device applications as a medium in carrying out the learning process.

To find out students' perceptions of the use of technology in English language learning, the data will first be processed and analyzed with a percentage formula. The results can be seen in the following table:

a) Technology as Learning System

- 1) Online learning is very helpful in replacing the face-to-face learning system during the Covid-19 pandemic

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	19	44,2%
2	Agree	14	32,6%
3	Neutral (neither agree or disagree)	6	14%
4	Disagree	4	9,3%
5	Strongly Disagree	-	-
Total		43	100%

From the table above, it can be seen that the highest answer is the category strongly agrees with a percentage of 44.2%. This shows that students agree that online learning is the right alternative to replace the conventional (face-to-face) system during the Covid-19 pandemic where activities are limited. Online learning is chosen so that teaching and learning activities can continue and students continue to get their right to knowledge and also educational goals can still be achieved.

2. I did not get the opportunity to ask questions or get material explanations by lecturers during online learning

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	3	7%
2	Agree	8	18,6%
3	Neutral (neither agree or disagree)	17	39,5%
4	Disagree	14	32,6%
5	Strongly Disagree	1	2,3%
Total		43	100%

From these results that show neutral answers and disagree with this negative question, it can be concluded that students still get the opportunity to ask questions and get explanations from lecturers while participating in online learning. In fact, technology in its role as an organizer of online learning is

proven to still be able to facilitate students so that they can continue to increase their knowledge, because during online learning students can still have the opportunity to ask questions and get material explanations from the lecturers concerned. This of course is also inseparable from the help of other factors, namely the media used, for example the Zoom application which provides a virtual face-to-face feature so that students and teachers can interact directly during learning without having to wait for the material giving session to end. It is effective to be able to make students think critically and the material more clearly. Even so, still not all students take the opportunity on the grounds of lack of confidence which if you ask one forum will definitely be the center of attention of many people. Or in other words, there is positive feedback between lecturers and students, where lecturers continue to carry out their duties to convey and explain the material and students' understanding can be improved even though they do not meet face to face.

3. I have no difficulty learning materials through online

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	1	2,3%
2	Agree	6	14%
3	Neutral (neither agree or disagree)	16	37,2%
4	Disagree	15	34,9%
5	Strongly Disagree	5	11,69%
Total		43	100%

Of the answers chosen by the students, the neutral answer has the most voters, followed by the category of disagreement. That way it can be concluded that students are in a middle position, where they do not have significant difficulties in studying the material online. However, on some materials it will

be difficult to understand if the material studied is more complicated than usual. This is because learning is certainly influenced by many factors, such as explanations using language that are easy to understand, providing examples that relate to the current situation and help from people around them will certainly be able to increase understanding of something. But, this can be something opposite if assessed from the other side, which can make students have to try and study harder in order to understand the material given. In addition, students can also ask more questions so as to train students to be more active.

4. Online learning are very difficult to access with the location where I currently live

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	7	16,3%
2	Agree	11	25,6%
3	Neutral (neither agree or disagree)	14	32,6%
4	Disagree	8	18,6%
5	Strongly Disagree	3	7%
Total		43	100%

At the beginning of the change of conventional (face-to-face) systems to online, of course, there were a lot of problems and obstacles, especially signal problems. Students who live in villages or areas that do not support the internet have difficulty accessing the internet. Coupled with the high cost of internet packages (data quotas) it is getting worse. This results in them being left behind or even in order to be able to follow the learning. This can be an illustration of how serious and disciplined students are in following the learning. If you understand the situation, students will certainly prepare

everything well, for example, going to a place that has a smoother internet connection. Although there are some out-of-control problems such as weather that can disrupt the balance of the internet connection and student movements, at least it is no longer the main problem experienced every day. For this reason, it can be coordinated with mate lecturers and lecturers must provide tolerance. However, with the attention and assistance of the government by providing free quota subsidies and a system that has been adjusted in such a way, this problem can be corrected and familiarized by all parties.

5. The online learning system puts pressure on me, because it has to have a sophisticated device (gadget) in order to keep up with it

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	6	14%
2	Agree	13	30,2%
3	Neutral (neither agree or disagree)	15	34,9%
4	Disagree	8	18,6%
5	Strongly Disagree	1	2,3%
Total		43	100%

From the table, which shows the neutral category of 34.9%, it shows that students do not feel burdened by the online system, students do not need special or truly sophisticated devices to be able to follow the learning. However, for some groups of students who may exist in an underprivileged economy, this is a bit of a burden where the tools needed during online learning must have good enough specs so that they can be used comfortably while participating in teaching and learning activities. Moreover, the amount of material that must be downloaded makes the storage full faster which makes

the device heat up faster, of course, affecting the speed of the device and its performance. However, again, online learning does not require students to have various devices, just with a device that can access the internet and have a good signal is enough to be used in online learning. The most important thing is the interest, motivation, as well as effort by the students.

6. At the end of the learning process, I get a grade that matches my ability and understanding while participating in online learning

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	2	4,7%
2	Agree	19	44,2%
3	Neutral (neither agree or disagree)	16	37,2%
4	Disagree	6	14%
5	Strongly Disagree	-	-
Total		43	100%

The table above shows that students agree that lecturers give grades fairly and objectively. This is shown by the fact that students feel that they are getting grades that match their abilities and understanding during online learning as a result. Although most of the students agree, it is undeniable that there are also those who feel that the grades obtained are not in accordance with their abilities. Students who have good abilities, really mean doing assignments, there are also those who get lower grades than students who are ordinary in their abilities. This is because lecturers have their own criteria and ways of providing assessments, such as activity, assignments, and so on. The point is what aspects are used as the main factor in the assessment of lecturers.

7. I do not understand the material delivered by friends through online presentations

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	5	11,6%
2	Agree	13	30,2%
3	Neutral (neither agree or disagree)	21	48,8%
4	Disagree	4	9,3%
5	Strongly Disagree	-	-
Total		43	100%

Every things and person has its own ability and way of understanding something. Similarly, by understanding the learning material, in this case students choose a neutral category for the level of understanding of the material through online presentations by peers. This circumstance means that the delivery of material through presentations can be one of the effective ways of learning. In addition to training understanding of the material to be presented, students are also trained to think critically when answering questions at the end. Therefore, a presentation can generate 2 possibilities, understanding for students or even confusion. What is important and needs to be considered is how to deliver the presentation. If the presentation is delivered in a relaxed, concise, clear manner and using simple language, then it is also likely that students understand the material well. The other positive side, students who become presenters will definitely understand the material they explain so that students who do not understand when learning takes place, they can farm after the learning is over. The students can freely and casually discuss and study the material if as peers.

b) Technology as Source Information

1. Learning materials are available well in online learning

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	3	7%
2	Agree	15	34,9%
3	Neutral (neither agree or disagree)	17	39,5%
4	Disagree	8	18,6%
5	Strongly Disagree	-	-
Total		43	100%

The percentage of the table above shows the availability of sources of information and references already exists at a good level. In other words, students can get reference sources or learning materials easily. There are already many websites that provide materials for free. The bad side of technology in the ease of finding information is that students get information and make references from less guaranteed sources such as blogspot, wordpress, brainly, and others. This type of web is preferred by students because the content is brief (on point) and the language is simple. In addition, this web is not guaranteed because such a web address can be created by anyone, so it does not guarantee its correctness. To help solves the problem, lecturers can also provide files or just web addresses that can be used as references by students, even not all lecturers have done the same thing. There are some lecturers only give a lesson plan (RPP) contain with just title of the material to for 1 semester, and the next will be handed over to the students.

2. The advancement of the internet makes it easier for me to access the website and get more information outside of the material provided by lecturers in class (during learning)

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	13	30,2%
2	Agree	23	53,5%
3	Neutral (neither agree or disagree)	6	14%
4	Disagree	1	2,3%
5	Strongly Disagree	-	-
Total		43	100%

Just like the previous point, even if the lecturer doesn't provide references or materials specifically, students can search for it easily through the Internet. Just by typing keywords in search engines, there will be many website addresses related to what we were looking for earlier. But, still there are minus point of this is that each article certainly contains various forms of information that are different in presentation. Although it looks the same at a glance, such as the definition and example sections that generally often have variations. Therefore, it is important to take from reliable sources or it can also be confirmed to the lecturer who teaches, so that we can know that source trusted and the information we get is valid or can use or not.

This actually has a good impact, students are active in terms of finding foreign exchange for themselves, thinking critically and creatively, and becoming more active.

3. Websites that provide e-books and officially published journals (national and international) are not easily accessible, because they have to pay to access and get the files

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	11	25,6%
2	Agree	19	44,2%
3	Neutral (neither agree or disagree)	11	25,6%
4	Disagree	2	4,7%
5	Strongly Disagree	-	-
Total		43	100%

The source of readings from journals can be old books from experts that are already difficult to find in libraries. Therefore, online books are the solution. However, not all of these books are available and can be accessed for free, most have to pay to be able to download or even access them. This is one of the problems that are often faced by students in finding reliable reading resources, so that it can have an impact on students' enthusiasm in doing assignments and learning.

4. Websites, E-Books, and Journals suggested by lecturers as references do not make it easier for me to understand the learning material

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	2	4,7%
2	Agree	12	27,9%
3	Neutral (neither agree or disagree)	24	55,8%
4	Disagree	5	11,6%
5	Strongly Disagree	-	-
Total		43	100%

In this table, students' perceptions show that not all references given by lecturers are understandable but also not all of them are difficult to read. It certainly depends on the choice of words and terms, the language used; the

higher /scientific the language of the journal/reference, e-book, the student will have difficulty in understanding it, but on the contrary, if the language used is a concise language then the student will not have difficulty. This is also because the lecturer must choose the best reference according to him, which is usually written by experts so that the choice of words is sometimes difficult to understand. However, this high level of language can actually improve and train students' reading skills and new words can add to the standard / scientific vocabulary, it is a good side that students could get.

5. It is difficult to understand the learning material online if the lecturer does not provide an explanation about the material as well

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	12	27,9%
2	Agree	26	60,5%
3	Neutral (neither agree or disagree)	5	11,6%
4	Disagree	-	-
5	Strongly Disagree	-	-
Total		43	100%

More than 60% of respondents agree with this statement. This makes sense because compared to reading the material (text), the best way to understand the material is by oral explanation of expert (lecturer). This is because sometimes there are some words or terms that are difficult to understand. Although both are theorized, but with the lecturer explaining it will be more conveyed the intention so that it is easier to understand, the reason is that the choice of the language used must be simpler and if the student does not understand it will be transferred to other similar circumstances so that students will be easier to understand the material. Although students become more

understanding when given an explanation by the teacher, it does not mean that they must always be given, this can make students passive and their ability to think critically is not used optimally. Therefore, the teacher encourages students as much as possible to use their technology to creatively search for and then be equipped by the teacher who will provide a brief review thoroughly as the final conclusion of the learning.

6. In completing and fulfilling tasks, I take advantage of the ease of website access (internet) not as a reading reference, but to copy paste information without checking it first

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	1	2,3%
2	Agree	6	14%
3	Neutral (neither agree or disagree)	19	44,2%
4	Disagree	16	37,2%
5	Strongly Disagree	1	2,3%
Total		43	100%

From this table the highest answers are neutral and disagree. This means that students do not consider that references on the internet are information to copy and paste, but students are used to only taking it as a reference. This shows that technology as a source of information have balancing of positive and negative. Because behind the ease of obtaining information, there is also an impact that makes students lazy and do not try hard in doing something, in this case their task.

c) Technology as Learning Medium

1. Learning media in the form of applications (video conferencing, group chat, etc.) facilitate online learning activities

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	11	25,6%
2	Agree	23	53,5%
3	Neutral (neither agree or disagree)	9	20,9%
4	Disagree	-	-
5	Strongly Disagree	-	-
Total		43	100%

The agreed category holds 53.5% of the vote, which indicates that students agree that the convergence video application is the right application to be used as an online learning medium. This is because the video, audio and text features contained in the application support teaching and learning activities. The atmosphere will also feel like a face-to-face encounter even though it is remote

2. Learning media in the form of applications such as: Whatsapp, Youtube, Zoom, Google Classroom, etc., are familiar applications and I often use daily

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	18	41,8%
2	Agree	21	48,8%
3	Neutral (neither agree or disagree)	4	9,3%
4	Disagree	-	-
5	Strongly Disagree	-	-
Total		43	100%

3. Applications such as: Whatsapp, Youtube, Zoom, Google Classroom, etc., I can use and master well

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	13	30,2%
2	Agree	24	55,8%
3	Neutral (neither agree or disagree)	5	11,6%
4	Disagree	-	-
5	Strongly Disagree	1	2,3%
Total		43	100%

In tables 3 and 4, the results show that students agree that the application used by lecturers as an online learning medium is an application that is often used daily. This is a positive thing because with a familiar application it does not cause difficulties for students to use it because they have mastered the existing features. Briefly, the advantage of online learning that is run through application media is that it is more inspired by students, especially if the application is familiar and has interesting features. Coupled with an attractive appearance, learning feels fun, when compared to having to study online through sites such as Siakad (the official campus website). Behind the advantages, there must be weaknesses, namely students can open other features or applications during learning, for example: if learning uses Whatsapp group media, students can leave the group chat room and send chats to their friends during learning or even open other applications. As well as the Zoom application, students can disable the open camera feature if they feel lazy to study, especially if it's unsupervised, because the online system teachers

cannot supervise and the parent is certainly impossible to continue to wait for their children while learning takes place.

4. Lecturers use different applications as a medium to explain and collect assignments

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	4	9,3%
2	Agree	18	41,9%
3	Neutral (neither agree or disagree)	15	34,9%
4	Disagree	5	11,6%
5	Strongly Disagree	1	2,3%
Total		43	100%

5. Google Classroom and G-Drive apps make collecting assignments easier and more organized

No	Alternative Answer	Frequensi	Percentage
1	Strongly Agree	14	32,6%
2	Agree	24	55,8%
3	Neutral (neither agree or disagree)	3	7%
4	Disagree	2	4,7%
5	Strongly Disagree	-	-
Total		43	100%

Tables 4 and 5, we can find out that lecturers are already using variations in the application as a learning medium. This is certainly good because students can know where they have to check the last deadline for collecting assignments and the status of their assignments whether they have been collected or not on a special application of assignment collection. For the process of delivering the material is carried out with other applications that are in accordance with its purpose, such as the application of convergence video

that is appropriate for that purpose. The use of diverse media tailored to the needs and learning goals makes features used optimally and time efficiently. However, the minus is that students have to install many applications that make the device storage (mostly cellphone) fill up quickly. Others, sometimes notifications if there are tasks or deadlines do not enter the cellphone, as a result, the students must always check the application if you don't want to miss information and become little troublesome.

6. Video conferencing applications such as Youtube, Zoom Meeting, etc., make learning activities more enjoyable, because they allow interaction (ex: oral question and answer) between students and lecturers

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	7	16,3%
2	Agree	20	46,5%
3	Neutral (neither agree or disagree)	15	34,9%
4	Disagree	1	2,3%
5	Strongly Disagree	-	-
Total		43	100%

7. Video conferencing applications such as Youtube, Zoom Meeting, etc., are the best media to explain and understand the material well, compared to other media such as Whatsapp Group (Group Chat)

No	Alternative Answer	Frequency	Percentage
1	Strongly Agree	11	25,6%
2	Agree	20	46,5%
3	Neutral (neither agree or disagree)	11	25,6%
4	Disagree	1	2,3%
5	Strongly Disagree	-	-
Total		43	100%

In explaining the material, the right step is to explain orally and can be maximized by giving examples in the form of images or text, or something else. Convergence video applications have features that suit this purpose, where there are meeting, talking, and share screen features. There is also a chat feature that can be used to share links to short messages to others. In addition, students can also ask directly if there are still things that have not been conveyed properly. These features are certainly very helpful in understanding the learning material. From all the preferred advantages, zoom has the disadvantage of limited time facilities. For free zoom, the time allotted is only 40 minutes per session and if you want to continue then you have to create a new meeting. In addition, because the features used are to meet face to face, a good and stable internet connection and a lot of quota are needed so that it can be accessed smoothly.

B. Discussion

From some data that is the result of descriptive statistical calculations, what needs to be linguized is the mean or average of the entire previous data. This aims to find out at what level students' perceptions of the use of technology in English learning are based on the answers that have been given. Based on the assessment categories in chapter III, detailed data is presented based on the assessment initiator, as follows:

Variables	Indicator	NH	NS/Mean	$\frac{NS}{NH} \times 100\%$	Desc
Students' perception of The Use of Technology in English Language Learning	Technology as Learning System	7x5=35	1024:43=23,81	$\frac{23,81}{43} \times 100\%$ = 55,37%	Medium
	Technology as Source Information	6x5=30	952:43=21,51	$\frac{21,51}{43} \times 100\%$ =50,02%	Medium
	Technology as Learning Medium	7x5=35	1196:43=27,81	$\frac{27,81}{43} \times 100\%$ =64,67%	High
Total		100	73,13	$\frac{73 \times 13}{100} \times 100\%$ =73,13%	High

From the table above, it can be seen that the use of technology as an online learning system has 55,02% students agreed that online system run normally good (standard). This shows that online learning as a whole has gone well and optimally. Students share the same perception of technology as a learning system is the right alternative to replace face-to-face learning during the COVID-19 pandemic. By implementing an online system, learning does not need to be delayed because online learning is flexible. Even so, there are still some problems that become obstacles for students, especially those who live in villages, where internet facilities are not so adequate. The difficulty of accessing the internet makes them hampered from following learning activity, there are even students who have to go far from home to get a good signal to still be able to study. In addition, the method used by lecturers at the beginning of the implementation of School From Home (SFH) which requires them to always be glued to staring at

the screen of the device (laptop/phone) to listen to the material provided makes the learning process boring and they need something different and fun so that their interest and motivation to learn can also increase even though learning from home only. Other obstacle in practice is difficulty understanding the material if done independently without explanation from the lecturer (expert). In addition, boredom is also one of the problems, due to the lack of variety of learning methods used by teachers so that it requires students to do activities by staring at the monitor screen continuously making their interest and motivation for learning reduced.

As a source of information, technology is also still in the same. The ease of access to the website to find information is indeed a positive thing. The positive impact of technology in various aspects has been proven by research from Setyo Putro Prabowo (2020), where as many as 60.53% of respondents agree that using and mastering technology can have a positive impact on almost all aspects; such as learning materials and learning evaluation tools, in addition, learning also becomes more communicative and interesting. As explained above, technology facilitates the search for information and references well. However, it does not fully mean improving the quality of learn, this is because still there any drawbacks like students who do not know the right official web address to be used as a source for finding good references. Therefore, students need to explore more and accompanied by explanations from doesn't then the results will be maximum.

The last is the role of technology as a learning medium that has gained good responses which means this role of technology getting higher in favor of agreed votes than the previous 2 types of the use of technology by the students as respondents. In this case, the focus is on the use of applications as a learning medium. Various variations of applications such as video conferencing (Youtube, Zoom, Gmeet, etc), assignment collection applications (Google Classroom, Gdrive, etc.), discussion/group chat applications (Whatsapp, Telegram, Line, etc.) and other applications provide a good online learning experience. This is because the features in each application have met the need to carry out teaching and learning activities in accordance with their learning objectives. Such as the video conference application is suitable for explaining lessons, the assignment collection application makes it easy to check the date and status of the assignment given, and the discussion group application supports discussion activities after communication during learning activities between teachers and students. Sadly, technology as a learning medium does not completely ease and always good in the learning process, for example:

1. Each lecturer has his own choice in determining what application will be used as a learning medium. Different purposes and functions, there are also various applications that will be used and must be installed by students. this makes the storage on the student's device become full quickly and also consumes large internet data.

2. Each application has advantages and disadvantages, for example, the zoom application is facilitated with an open camera feature that allows us to do virtual face-to-face, this makes it easier for lecturers to supervise the learning process. But the drawback is that the time is limited and requires a stable signal so that the application can run smoothly. Furthermore, the Whatsapp application on the group chat feature, here teachers cannot supervise the course of learning because they cannot see how the students are doing when participating in learning. However, students become emboldened to be active because they only need to type and send it on a chat rash without having to speak directly and be the center of attention. The last example is the Quizziz application, the advantage of which is that it contains information on point so that students can understand easily. In addition, a quiz feature that displays scores and rankings at the end of the secretariat can increase student motivation if the results are satisfactory. However, the downside is that students can repeat answering questions and produce higher scores than before without a hitch. Therefore, applications must be selected and adapted to the functions and learning needs only so as not to burden students and maintain students' interest and motivation to learn.

The most common perceived benefit of using technology in online learning systems is in the media. In a 2019 study by Seno Abi Yodha, et.al., entitled 'Students' Perception of E-Learning Implementation' with a focus on the applications used in the process. The results showed that the level of enthusiasm of students is high when studying online (E-learning) because they only have to

enter an admin ID and Password to be able to take classes. In addition, the process of working and collecting online tasks is easy because it only needs to be sent through Google docs or special application for the task used so that it is effectively carried out and saves costs. The results of the study by Fahimul Amri (2022) also have almost the same results. E-learning can run successfully due to the selection of the right application. The applications used such as Google Classroom, Whatsapp, and Zoom were chosen because they are familiar to students and easy to use.

When viewed from the total value of each existing indicator, it can be concluded that students' perceptions of the use of technology in English language learning at UIN Fatmawati Sukarno Bengkulu are at a percentage of 73.13% or the good category. This percentage and category involves several factors that affect students' perceptions in providing assessments, such as:

- Discoveries and experiences felt by students while studying with an online learning system; what and how technology affects the quality, interests, and motivation of learning
- The impact they feel before and after using e-learning and other technology functions
- Advantages and disadvantages experienced while using technology in English teaching and learning activities, both from the learning system (online) to the materials and media used.

The perception that comes from what students feel while using technology in online English learning provides a beneficial side for lecturers, namely being able to adjust and know what steps can be prepared or used in future learning. Here are some implications for teachers:

- Lecturers can increase student learning motivation by adjusting what kind of methods and media students like.
- Lecturers can adjust the methods and media to be used per learning material, for example material for speaking learning can give assignments in the form and students must upload them to their youtube account. Reading materials can use the group chat application as a medium and combined group discussions as a method.
- Variations in the method of taking grades, some students like Quizziz because of its short and on-point features. In addition to being able to increase student understanding, Quizziz can also be used as a forum to carry out the value of student activity and understanding by the way lecturers provide quizzes whose questions are about the material that has been studied before. Teachers can do so per each end of the learning material. Its feature that records time and scores can make it easier for lecturers to see how level of understanding students are at the end of the lesson.
- Group chat app can be used to train students' liveliness and courage. not all students dare to speak in public even though it is online, group chat applications such as Whatsapp, Telegram, Line, etc., can encourage students to get used to being active and voice their opinions. The trick is that the teacher

gives questions aimed directly at the student and the student must answer them using a voice message, with this method the student can get used to his opinion and increase his self-confidence. In addition, activeness in learning can also increase.

- Teachers can use share and sharing applications, such as Google Classroom and Google Drive for assignment collection containers, so that both students and lecturers will not be confused about putting down or searching for assignments and assignments will be arranged properly automatically.
- Video conferencing applications such as Youtube, Zoom, Google Meet, can be used for material purposes that require detailed explanations, for example in learning grammar, semantic-pragmatics, psychology, literature, as well as learning with a high level of complexity. This is because, if you don't use a video conferencing application that facilitates face-to-face (virtual) it can increase the occurrence of confusion and misunderstanding. Therefore, the reason for choosing convergence video as a method in learning above, the application can also facilitate more interaction between lecturers and students as long as there is no face-to-face learning directly / offline.

That way it can be said that technology has an important role in the process of learning English online, both as a substitute for conventional systems, as a source of information and referrals and as a learning medium that can increase students' interest and motivation for learning during the school from home (SFH) period during covid-19, also provide enlightenment or inspiration for lecture in preparing the next lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of interviews and research questionnaire data, it can be concluded that the use of technology in online learning (E-learning) get percentage of 73.13%, which means that more than half of students respondents agree that the use of technology in English language learning during the online system since the covid-19 pandemic has been running well and giving them some advantages in learning process. This result interpreted to mean that technology is not always about pressure and depressed but also motivated, because technology can improve quality, in this case it is in the learning process. The reason why is that its use requires cost and time to learn and master it, but the impact it has also had, some examples :

1. Flexibility and economical. Online learning systems provide everyone more productive because we can do several things at one time, this technology allows students and teachers to carry out learning anywhere and anytime with the help of electronic devices and the internet. In addition, it saves costs because there is no need to go to campus to do learning, assignments are submitted online (not printed-out) and references are obtained for free from the website (no need to buy physical books).
2. Increase knowledge and interest in learning in different ways, here talk about the role of the media, such as: watch Youtube that contains education videos, make video assignments, practice understanding with Quizziz, use video

conference applications (Zoom, Google Meet, etc.) to be active, train courage and think critically. It can be said that students know what kind of methods can increase their motivation and interest in learning so that this can be used as a strategy in improving their achievements later. The applications mentioned can be a learning medium and learning resource at the same time, and can create maximum results with the help of appropriate methods and the role of teachers in facilitating and supervising learning processes. The video conferencing application helps students in understanding the material because there are live speaking features, live chat (text) that allows to speak directly at that time virtually. Students also choose Quizziz as an application that can increase students' interest and motivation in learning, because the feature of displaying the score at the end of quiz makes them excited and short question help them to understand more.

3. Creating good and creative human resources (HR) so as to improve the quality of human resources. The reason is because students are accustomed to thinking creatively and critically during online learning.

Although it has gone well, there are still shortcomings in the process. The advantages above cannot be separated from the lack of technology felt are still complained during school from home (SFH) online learning where:

1. Internet connection (signal problem). Uneven development of stable internet facilities that can support the ease of technology-based learning (online) at certain times and areas).

2. Students have not been able to maximize their ability to be active, creative, and critical even though there are many ways and have been well facilitated. This also an impacts of lacking material deliver method that is still often use the student group presentation method or explanation with theory only without relevant and recent examples and for some reference sources cannot be accessed easily and must be paid.
3. Students still seem indifferent to learning (studying only for grades), lack courage, and are often bored with the methods used by lecturers.

A number of advantages can also provide inspiration for future learning planning, such as :

1. Lecturers can increase student learning motivation by adjusting what kind of methods and media students like
2. Lecturers can adjust the methods and media to be used per learning material, for example material for speaking learning or learning that requires more detailed explanations due to the high level of complexity can use video conferencing applications. Reading materials can use the group chat application as a medium and combined group discussions as a method.

- Variations in methods of taking grades and student daily activity

B. Suggestion

After completing this research, the researcher would like to give some suggestions for students, it is hoped that this research can help students of UIN

Fatmawati Sukarno Bengkulu stay motivated to learn and take responsibility for obligations as a student. Next, English Lecturers is hoped that teachers can better understand the will and needs of students for the smooth running of teaching and learning activities and the best results can be achieved. Lastly, for further researchers, these results can be a reference for obtaining information about the importance of knowing what and how students perceive the use of technology in online learning. in addition, hopefully this research In addition, it will enrich and expand the knowledge of teaching English and can be a reference and inspiration for research in the future.

Finally, the research is over. Although this research is far from perfect, hopefully the contribution of this research can be in the form of positive feedback from and for anyone who helps researchers in completing this research so that it can be seen by readers.

REFERENCES

- Alimni, A., Amin, A., & Lestari, M. (2021). Intensitas Media Sosial Dan Pengaruhnya Terhadap Hasil Belajar Agama Islam Siswa Sekolah Menengah Pertama Kota Bengkulu. *EL-TA'DIB (Journal of Islami)*1, 145–156. <http://jurnal.umb.ac.id/index.php/eltadib/article/view/2037/0>
- Alqahtani, A. Y., & Rajkhan, A. A. (2020). E-learning Critical Success Factors During The Covid-19 Pandemic: A Comprehensive Analysis of E-learning Managerial Perspectives. *Education Sciences*, 10(9), 1–16. <https://doi.org/10.3390/educsci10090216>
- Amin, A. et al. (2020). A Study of Mind Mapping in Elementary Islamic School: Effect of Motivation and Conceptual Understanding. *Universal Journal of Educational Research*, 8(11), 5127–5136. <https://doi.org/10.13189/ujer.2020.081112>
- Amin, A. et al. (2021). Associative and Comparative Study on Students' Perseverance and Religious in Islamic Education Subject. *Jurnal Pendidikan Progresif*, 11(3), 676–691. <https://doi.org/10.23960/jpp.v11.i3.202119>
- Amin, A., & Lestari, M. (2021). Student Perception of Interactions Between Students and Lecturers, Learning Motivation, and Environment During Pandemic. *Jurnal Teknologi Pendidikan*, 23(12), 248–260. <http://journal.unj.ac.id/unj/index.php/jtp/article/view/21481%0Ahttp://journal.unj.ac.id/unj/index.php/jtp/article/download/21481/11753>
- Amri, F. (2021). Persepsi Siswa tentang Aplikasi Teknologi yang Digunakan dalam Pembelajaran Online. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 250–258. <https://doi.org/10.31004/edukatif.v4i1.1216>
- Carroll, L. S. L. (2017). A Comprehensive Definition of Technology From An Ethological Perspective. *Social Sciences*, 6(4). <https://doi.org/10.3390/socsci6040126>
- Chen, G. et al., (2018). Exploring Blockchain Technology and Its Potential Applications For Education. *Smart Learning Environments*, 5(1), 1–10. <https://doi.org/10.1186/s40561-017-0050-x>
- Fauziah, L. (2011). Skripsi. *Persepsi Siswa Terhadap Penggunaan Media Dalam Pembelajaran Al-Qur'an Hadits di MTs Pembangunan UIN Syarifhidayatullah Jakarta*. Jakarta : Universitas Islam Negeri Syarifhidayatullah

- Hidayat, N., & Khotimah, H. (2019). Pemanfaatan Teknologi Digital Dalam Kegiatan Pembelajaran. *JPP Guseda: Jurnal Pendidikan & Pengajaran Guru Sekolah Dasar*, 2(1), 10–15. <https://doi.org/10.33751/jppguseda.v2i1.988>
- Husain, C. (2014). Pemanfaatan teknologi informasi dan komunikasi dalam pembelajaran SMA YPPGI Nabire. *Jurnal Teknologi Dan Rekayasa*, 2(1), 184–192. <https://uswim.e-journal.id/fateksa/article/view/38>
- Irfan, M. et al., (2020). Challenges During the Pandemic: Use of E-Learning in Mathematics Learning in Higher Education. *Infinity Journal*, 9(2), 147. <https://doi.org/10.22460/infinity.v9i2>.
- Iswanto, R. (2017). Pembelajaran Bahasa Arab dengan Pemanfaatan Teknologi. *Arabiyatuna : Jurnal Bahasa Arab*, 1(2), 139. <https://doi.org/10.29240/jba.v1i2.286>
- Karunathilake, I. M. (2017). Technology Enhanced Learning with Limited Resources -Transforming Limitations into Advantages. *South-East Asian Journal of Medical Education*, 11(1), 1. <https://doi.org/10.4038/seajme.v11i1.1>
- Khalis, Ahmad. *Persepsi Belajar Siswa Sebuah Wawasan*. Retrieved on April 26, 2022, access from <https://sman1kotabaru.sch.id/artikel/persepsi-belajar-siswa-sebuah-wawasan>
- Laila, Kurnia & Hendriyanto. *Pemanfaatan Teknologi di Dunia Pendidikan*. Retrieved on September 9, 2021, access from <http://ditpsd.kemdikbud.go.id/artikel/detail/pemanfaatan-teknologi-di-dunia-pendidikan>
- Lui, A. K. et al., (2006). A study on the perception of students towards educational weblogs. *Informatics in Education*, 5(2), 233–254. <https://doi.org/10.15388/infedu.2006.18>
- Onyema, E. M. (2020). Impact of Coronavirus Pandemic on Education. *Journal of Education and Practice*, 11(13), 108–121. <https://doi.org/10.7176/jep/11-13-12>
- Pribowo, F. S. P. (2020). Persepsi Guru SD Muhammadiyah Terhadap Penggunaan Gawai Dalam Pembelajaran Di Kelas. *Literasi Dalam Pendidikan Di Era Digital Untuk Generasi Milenial*, 209–219. <http://journal.um-surabaya.ac.id/index.php/Pro/article/view/4885/2820>
- Saidin, N. F., Halim, N. D. A., & Yahaya, N. (2015). A Review of Research on Augmented Reality in Education: Advantages and Applications.

International Education Studies, 13, 1–8.
<https://doi.org/10.5539/ies.v8n13p1>

Sasmita, R. S. (2020). Pemanfaatan Internet Sebagai Sumber Belajar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 2(1), 99–103.
<https://doi.org/10.31004/jpdk.v1i2.603>

Singh, P. K. P., & Hashim, H. (2020). Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners. *Creative Education*, 11(03), 262–274.
<https://doi.org/10.4236/ce.2020.113020>

Usmani, S. A. A., & Tabassum, H. (2018). Islamic Education With The Help of Information Technology: Advantages and Disadvantages. *The Islamic Culture: As-Saqafat-Ul Islamia Research Journal*, 40(40), 23–36.

Vernier, D. (2015). Teaching with Technology. *Physics World*, 28(12), 44–45.
<https://doi.org/10.1088/2058-7058/28/12/45>

Yodha, S., Abidin, Z., & Adi, E. (2019). Persepsi Mahasiswa Terhadap Pelaksanaan E-Learning Dalam Mata Kuliah Manajemen Sistem Informasi Mahasiswa Jurusan Teknologi Pendidikan Universitas Negeri Malang. *Jurnal Kajian Teknologi Pendidikan*, 2(3), 181–187.
<https://doi.org/10.17977/um038v2i32019p181>

Zabir, A. (2018). Pengaruh Pemanfaatan Teknologi Pembelajaran Terhadap Motivasi Belajar Siswa SMPN 1 Lanrisang Kabupaten Pinrang. *Universitas Negeri Makassar*, 1(1), 1–10.

A
P
P
E
N
D
I
C
E
S

VALIDITY TEST

Pertanyaan		R Hitung	R Tabel	Keterangan
Technology as Learning System	1	0.290	0.2542	Valid
	2	0.716	0.2542	Valid
	3	0.504	0.2542	Valid
	4	0.622	0.2542	Valid
	5	0.636	0.2542	Valid
	6	0.470	0.2542	Valid
	7	0.558	0.2542	Valid
Technology as Source Information	1	0.522	0.2542	Valid
	2	0.630	0.2542	Valid
	3	0.559	0.2542	Valid
	4	0.263	0.2542	Valid
	5	0.371	0.2542	Valid
	6	0.342	0.2542	Valid
Technology as Learning Medium	1	0.560	0.2542	Valid
	2	0.800	0.2542	Valid
	3	0.699	0.2542	Valid
	4	0.476	0.2542	Valid
	5	0.482	0.2542	Valid
	6	0.576	0.2542	Valid
	7	0.626	0.2542	Valid

Jumlah	Pearson Correlation	.290	.716**	.504**	.622**	.636**	.470**	.558**	1
	Sig. (2-tailed)	.059	.000	.001	.000	.000	.001	.000	
	N	43	43	43	43	43	43	43	43

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

VALIDITY TEST RESULT : Technology as Source Information

Correlations

		P1	P2	P3	P4	P5	P6	Jumlah
P1	Pearson Correlation	1	.477**	.052	-.011	-.070	-.081	.522**
	Sig. (2-tailed)		.001	.739	.946	.655	.605	.000
	N	43	43	43	43	43	43	43
P2	Pearson Correlation	.477**	1	.122	-.238	.220	.026	.630**
	Sig. (2-tailed)	.001		.435	.125	.156	.870	.000
	N	43	43	43	43	43	43	43
P3	Pearson Correlation	.052	.122	1	-.024	.193	-.022	.559**
	Sig. (2-tailed)	.739	.435		.879	.215	.889	.000
	N	43	43	43	43	43	43	43
P4	Pearson Correlation	-.011	-.238	-.024	1	-.290	.245	.263
	Sig. (2-tailed)	.946	.125	.879		.059	.113	.151
	N	43	43	43	43	43	43	43
P5	Pearson Correlation	-.070	.220	.193	-.290	1	-.221	.317*
	Sig. (2-tailed)	.655	.156	.215	.059		.154	.038
	N	43	43	43	43	43	43	43
P6	Pearson Correlation	-.081	.026	-.022	.245	-.221	1	.342*
	Sig. (2-tailed)	.605	.870	.889	.113	.154		.025
	N	43	43	43	43	43	43	43
Jumlah	Pearson Correlation	.522**	.630**	.559**	.223	.317*	.342*	1
	Sig. (2-tailed)	.000	.000	.000	.151	.038	.025	
	N	43	43	43	43	43	43	43

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

VALIDITY TEST RESULT : Technology as Learning Medium

Correlations

		P1	P2	P3	P4	P5	P6	p7	Jumlah
P1	Pearson Correlation	1	.359*	.165	.240	-.063	.395**	.103	.560**
	Sig. (2-tailed)		.018	.289	.121	.687	.009	.513	.000
	N	43	43	43	43	43	43	43	43
P2	Pearson Correlation	.359*	1	.695**	.223	.453**	.174	.484**	.800**
	Sig. (2-tailed)	.018		.000	.151	.002	.264	.001	.000
	N	43	43	43	43	43	43	43	43
P3	Pearson Correlation	.165	.695**	1	-.062	.508**	.167	.582**	.699**
	Sig. (2-tailed)	.289	.000		.691	.001	.285	.000	.000
	N	43	43	43	43	43	43	43	43
P4	Pearson Correlation	.240	.223	-.062	1	.037	.352*	.062	.476**
	Sig. (2-tailed)	.121	.151	.691		.816	.021	.691	.001
	N	43	43	43	43	43	43	43	43
P5	Pearson Correlation	-.063	.453**	.508**	.037	1	.014	.328*	.482**
	Sig. (2-tailed)	.687	.002	.001	.816		.930	.032	.001
	N	43	43	43	43	43	43	43	43
P6	Pearson Correlation	.395**	.174	.167	.352*	.014	1	.247	.576**
	Sig. (2-tailed)	.009	.264	.285	.021	.930		.110	.000
	N	43	43	43	43	43	43	43	43
p7	Pearson Correlation	.103	.484**	.582**	.062	.328*	.247	1	.626**
	Sig. (2-tailed)	.513	.001	.000	.691	.032	.110		.000
	N	43	43	43	43	43	43	43	43
Jumlah	Pearson Correlation	.560**	.800**	.699**	.476**	.482**	.576**	.626**	1
	Sig. (2-tailed)	.000	.000	.000	.001	.001	.000	.000	
	N	43	43	43	43	43	43	43	43

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Reliability Test Result : Technology As Learning System

Reliability Statistics

Cronbach's	
Alpha	N of Items

Reliability Statistics

Cronbach's Alpha	N of Items
.592	7

Reliability Test Result : Technology As Source Information

Reliability Statistics

Cronbach's Alpha	N of Items
.267	6

Reliability Test Result : Technology As Learning Medium

Reliability Statistics

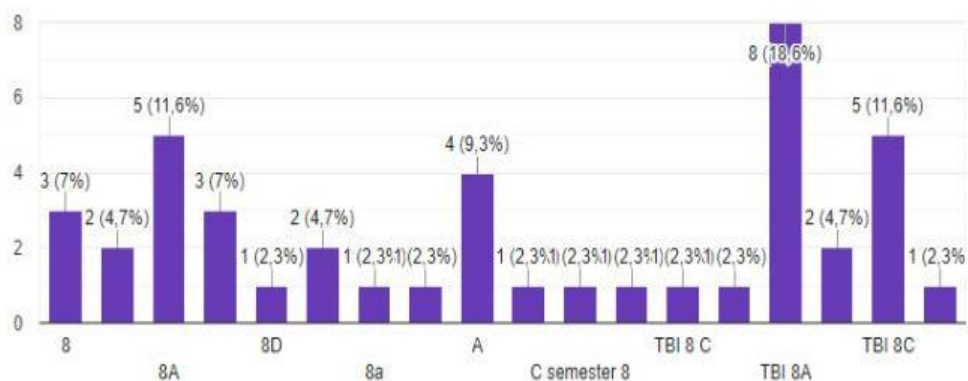
Cronbach's Alpha	N of Items
.705	7

NO	Nama	Technology as Learning System							Jumlah	Technology as Source Information						Jumlah	Technology as Learning Medium							Jumlah	
		1	2	3	4	5	6	7		1	2	3	4	5	6		1	2	3	4	5	6	7		
1	Cita Samsurin	4	3	3	3	4	4	4	25	3	4	5	3	5	2	22	5	4	4	4	4	4	4	4	29
2	Rahma Dinda	3	4	2	4	4	3	3	23	3	4	3	3	4	4	21	3	4	4	4	4	3	4	26	
3	Ridho Satrio Atmojo	3	4	4	4	4	2	3	24	3	3	3	4	4	4	21	4	3	3	3	4	5	4	26	
4	Intan Putri Permata Suci	4	2	2	5	4	4	3	24	3	4	4	4	4	2	21	4	4	4	4	4	4	4	28	
5	Noni Purnama Sari	3	5	4	2	3	3	4	24	3	2	5	4	4	3	21	4	4	4	2	4	3	4	25	

6	Hanin Ika Maharani	3	2	4	2	3	2	4	20	2	4	4	4	5	3	22	4	4	4	2	4	3	4	25
7	Azry Setiawam	4	2	5	3	3	3	3	23	4	3	4	4	5	2	22	3	4	5	4	4	4	4	28
8	Zetry Agustin	2	4	2	3	2	2	4	19	2	5	5	2	5	3	22	4	5	5	3	5	3	3	28
9	Aleka Suryati	4	4	4	4	4	3	3	26	2	3	5	3	4	5	22	4	4	4	4	4	3	3	26
10	Yezzie Amelia	4	4	4	3	3	2	4	24	3	3	3	3	3	4	19	5	3	3	4	3	2	4	24
11	Iis Siti Nurjana	4	4	5	5	4	2	3	27	2	3	4	4	4	5	22	4	4	4	4	3	5	5	29
12	Shella Vionita	5	3	2	2	3	3	3	21	3	5	4	3	5	3	23	5	5	5	3	5	4	4	31
13	Friska Cindy Attiyah	4	4	5	3	3	3	4	26	3	4	4	5	2	3	21	5	4	4	4	4	4	4	29
14	Vera Kurnia Wati	3	3	2	5	4	4	4	25	5	5	4	4	5	4	27	3	3	3	3	3	4	3	22
15	Khimaya Turrusda	4	4	3	5	4	3	4	27	5	4	4	4	3	4	24	4	4	5	2	4	4	4	27
16	Denti zp	5	4	3	4	4	5	4	29	3	3	2	3	4	4	19	4	5	4	4	4	3	4	28
17	Restina Sri Fajarni	4	4	4	4	4	4	4	28	4	4	4	4	4	4	24	4	4	4	4	4	4	4	28
18	Tri Melti	4	2	2	2	2	4	3	19	4	4	2	2	5	2	19	5	5	4	5	4	5	5	33
19	Veniri Lestari	5	3	3	3	3	3	4	24	4	3	4	4	2	3	20	3	5	4	3	4	3	4	26
20	MUHAMMAD ALIEF	3	3	3	4	3	4	3	23	3	4	5	4	5	3	24	3	4	5	2	5	3	5	27
21	Chista Riyanda	4	4	4	4	4	4	4	28	4	3	3	3	3	2	18	2	3	4	3	4	2	4	22
22	Eliza Kartika	5	3	2	5	4	4	3	26	4	5	5	4	4	4	26	4	4	3	4	4	4	4	27
23	Yulia Agustina	2	2	3	2	5	3	4	21	3	4	4	3	4	4	22	4	3	3	3	4	3	3	23
24	NETA MELA SARI	3	3	4	3	4	2	5	24	4	5	5	2	4	4	24	3	4	5	5	5	5	4	31
25	Dani Sholahudin	4	3	3	3	3	3	3	22	3	3	3	3	4	4	20	3	3	4	4	4	4	4	26
26	Wendy Pramana Putra	2	2	2	5	3	4	3	21	2	3	3	3	3	3	17	3	3	4	2	4	4	4	24
27	Tiara Sella Sutrisno	4	1	2	2	3	4	2	18	4	5	2	2	4	2	19	5	4	5	2	3	5	5	29
28	Shinta Rosmita	4	4	4	4	4	4	4	28	3	3	3	3	4	3	19	4	4	4	4	4	4	4	28
29	Chindy Yulia Permatasa	5	5	4	5	4	5	5	33	4	5	2	4	4	4	23	5	3	2	5	4	4	3	26

13	zetryagustin01@gmail.com	Zetry Agustin	1811230024
14	elizadwiutamiii@gmail.com	Eliza Dwi Utami	1811230005
15	putriintan464@gmail.com	Intan Putri Permata Suci	1811230051
16	febriainiai28@gmail.com	Febri Aini Adalta	1811230010
17	rahmadinda05@gmail.com	Rahma Dinda	1811230077
18	trimelti228@gmail.com	Tri Melti	1811230013
19	netisuryni.04@gmail.com	Neti Suryani	1811230028
20	dentizentia27@gmail.com	Denti Zentia Putri	1811230002
21	alekasuryati2000@gmail.com	Aleka Suryati	1811230100
22	nomipurnamasari25@gmail.com	Noni Purnama Sari	1811230031
23	netamellasary@gmail.com	Neta Mella Sari	1811230023
24	ridosatrio44@gmail.com	Ridho Satrio Atmojo	1811230088
25	lusisilvia.sl@gmail.com	Silvia Lusianti	1811230035
26	dviomeika@gmail.com	Deanta Viomeika	1811230015
27	titaasmara72@gmail.com	Tita Asmara	1811230034
28	iiissitinurjannah2@gmail.com	Iis Siti Nurjana	1811230025
29	delpayunita17@gmail.com	Delpa Yunita	1811230001
30	otdps123@gmail.com	Friska Cindy Attiyah	1811230137
31	lestariveniri@gmail.com	Veniri Lestari	1811230021
32	riyandaputri84@gmail.com	Chista Riyanda	1811230030
33	ermaini190700@gmail.com	Ermaini	1811230065
34	muhammadbachtiarofficial@gmail.com	Muhammad Bachtiar	1811230114
35	vera.kurniawati2000@gmail.com	Vera Kurnia Wati	1811230099
36	khimyaturrusda4@gmail.com	Khimaya Turrusda	1811230072
37	shintarosmita2001@gmail.com	Shinta Rosmita	1811230095
38	yezzielijah@gmail.com	Yezzie Amelia	1811230092
39	asaro867@gmail.com	Rosa	1811230038
40	nandanurasah@gmail.com	Nanda nur asa h	1811230076
41	egarzkard@gmail.com	Ega Rizki Ardia	1811230027
42	sinthyamelinda21@gmail.com	Sinthy Melinda	1811230032
43	chindyuliapermatasari@gmail.com	Chindy Yulia PS	1811230092

CLASS POPULATION



QUESTIONNAIRE

‘The Use of Technology in English Language Learning on Tertiary Level :
Students’ Perception’

Name : SA : Strongly Agree
 Class : A : Agree
 SRN : N : Neutral (Neither Agree or
 Disagree)
 Phone Number : D : Disagree
 SD : Strongly Disagree

Technology as Learning System

No	Statement	SA	A	N	D	SD
1	Online learning is very helpful in replacing conventional (face-to-face) learning system during the Covid-19 pandemic					
2	I did not get the opportunity to ask questions and explanations of learning materials from lecturers					
3	There is no difficulty to learn English materials through online					
4	Lectures are very difficult to access with the location where students live					
5	Online learning system put a lot of pressure because it must have sophisticated devices to follow the activity					
6	Students get grades that match their understanding when studying online					
7	I didn't get any understanding from the online presentations made by friends					

Technology as Sources Information

No	Statement	SA	A	N	D	SD
1	Online English learning materials are available well and clearly					
2	The Internet makes it easy to access the website so that because I get more information than when the class takes place					
3	Websites that provide e-books and official journals (national and international) are not easy to access because they have to pay to get the files we want					

4	Website or journal from lecturers that suggested as a reference does not make me understand about learning materials					
5	Online learning become difficult to understand despite the many sources of information on the internet, if the lecturer does not explain before or after learning					
6	I only copy information from the internet to fulfill the task without checking it again if I feel the material is appropriate					

Technology as Learning Medium

No	Statement	SA	A	N	D	SD
1	Applications used as a learning medium make it easier for me to follow the learning process					
2	Applications such as: Whatsapp, Youtube, Google Classroom, etc.) used as learning media by lecturers are applications that I am familiar with and everyday use					
3	Applications such as: Whatsapp, Youtube, Google Classroom, etc.) that are used as learning media by lecturers are applications that I can use and master well					
4	Lecturers always use different applications when explaining materials and for task collection					
5	Using applications like Google Classroom or Google Drive makes it easy to send and collecting tasks on time					
6	Video conferencing applications such as Zoom Meeting, Google Meet, etc. make learning more enjoyable because of the interaction between students and lecturers					
7	Video conference application (Youtube, Zoom, Google Meet, etc) is the best medium to explain and understand the material well					

QUESTIONNAIRE CHECKLIST

‘The Use of Technology in English Language Learning on Tertiary Level :
Students’ Perception’

Technology as Learning System

No	Statement	Indicator	Item
1	Online learning is very helpful in replacing conventional (face-to-face) learning system during the Covid-19 pandemic	Enthusiasm	+
2	I did not get the opportunity to ask questions and explanations of learning materials from lecturers	Enthusiasm	-
3	There is no difficulty to learn English materials through online	Enthusiasm	+
4	Online learning are very difficult to access with the location where students live	Knowledge	-
5	Online learning system put a lot of pressure because it must have sophisticated devices to follow the activity	Enthusiasm	-
6	Students get grades that match their understanding when studying online	Motivation	+
7	I didn't get any understanding from the online presentations made by friends	Enthusiasm	-

Technology as Sources Information

No	Statement	Indicator	Item
1	Online English learning materials are available well and clearly	Enthusiasm	+
2	The Internet makes it easy to access the website so that because I get more information than when the class takes place	Motivation	+
3	Websites that provide e-books and official journals (national and international) are not easy to access because they have to pay to get the files we want	Enthusiasm	-
4	Website or journal from lecturers that suggested as a reference does not make me understand about learning materials	Enthusiasm	-
5	Online learning become difficult to understand despite the many sources of information on the internet, if the lecturer does not explain before or after learning	Motivation	+
6	I only copy information from the internet to fulfill the task without checking it again if I feel the material is appropriate	Motivation	-

Technology as Learning Medium

No	Statement	Indicator	Item
1	Applications used as a learning medium make it easier for me to follow the learning process	Motivation	+
2	Applications such as: Whatsapp, Youtube, Google Classroom, etc.) used as learning media by lecturers are applications that I am familiar with and everyday use	Knowledge	+
3	Applications such as: Whatsapp, Youtube, Google Classroom, etc.) that are used as learning media by lecturers are applications that I can use and master well	Knowledge	+
4	Lecturers always use different applications when explaining materials and for task collection	Knowledge	+
5	Using applications like Google Classroom or Google Drive makes it easy to send and collecting tasks on time	Enthusiasm	+
6	Video conferencing applications such as Zoom Meeting, Google Meet, etc. make learning more enjoyable because of the interaction between students and lecturers	Motivation	+
7	Video conference application (Youtube, Zoom, Google Meet, etc) is the best medium to explain and understand the material well	Enthusiasm	+

Sources : Adopted from :

1. Thesis of Aqma Rina, 'Persepsi Mahasiswa Terhadap Pembelajaran Daring Pada Mata Kuliah Perkembangan Hewan Dimasa Pandemi Covid-19', 2021, Faculty of Tarbiyah and Teaching, UIN Ar-Raniry Darussalam, Banda Aceh.
2. Thesis of Lulu Fauziyah, 'Persepsi Siswa Terhadap Penggunaan Media Dalam Pembelajaran Al-Qur'an Hadits', 2011, Islamic Education Faculty, UIN Syarifhidayatullah, Jakarta.

INTERVIEW GUIDANCE

THE USE OF TECHNOLOGY IN ENGLISH LANGUAGE LEARNING ON TERTIARY LEVEL : STUDENTS' PERCEPTION

a. The steps of interview

- 1) Establish to whom the interview will be conducted.
- 2) Prepare the subjects that will be the subject of conversation.
- 3) Start or open the interview. First, greeting the informant and asking for identity
Name :
Class :
SRN :
Phone Number :
- 4) Interview session and record/write the answer of the informan.
- 5) Inform the results of the interview and end it.
- 6) Write the interview results into notes.

b. Subject matter:

- 1) The feelings and motivations of learning with the use of technology in learning
- 2) What kind of technology is preferred to be used in the learning process
- 3) How to use technology in learning, as:
 - Online learning system (E-learning)
 - Q1 : What do you think about the online learning system you are currently living in (during the School From Home period)?
 - Q2 : Does the change in the learning system from a conventional (face-to-face) to an online system affect your interest and motivation for learning?
 - Q3 : What are some of the obstacles that you still feel and are your problems in participating in online learning?

➤ Learning information sources

Q1 : How do you use technology as a source of information/learning reference?

Q2 : What are the benefits you get from using technology as a source of information/learning reference?

Q3 : How often do you use technology as a source of information/learning resources?

➤ Learning media

Q1 : Are you happy and satisfied with the learning media that has been used in the classroom (online)? If yes/no, explain

Q2 : What kind of learning applications do you expect as a learning medium that can foster your motivation and interest in learning?

Q3 : What application do you choose as an online learning medium, why?

Interview Session



(First Informant)



(Second Informant)

Interview Recording

