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

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ABSTRACT

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' Perception, Technology.*

ABSTRAK

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 penting dalam aktivitas agar prosesnya dapat berjalan dengan baik. Tujuan penelitian ini dilakukan untuk mengetahui bagaimana persepsi mahasiswa dan faktor-faktor apa saja yang mempengaruhinya. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan desain survei. Sampel dalam penelitian ini adalah 43 dari 145 mahasiswa semester 8 program studi pendidikan bahasa Inggris. Instrumen yang digunakan dalam penelitian ini adalah kuesioner dan wawancara. Dari hasil data tersebut menunjukkan 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 berperan dalam mempengaruhi persepsi siswa terhadap teknologi.

Kata Kunci : Persepsi Siswa, Teknologi

PREFACE

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. 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. 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. 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).

In learning activity, technology not a new thing because almost all aspect in education is involved it now. Technology in the learning process is a system used in the process of developing human abilities, especially in the field of education. The use of technology in formal education has very special significance in lifelong learning. Technology offers many opportunities to overcome future challenges in learning process, such as:

a. Technology transform the classroom into an interactive learning environment.
b. As an innovative and creative learning medium
c. Source of information
d. Technology is a powerful tool
e. Flexible: can be done without face to face, anytime, and anywhere.
f. Increase the frequency of communication and creativity.

Before deciding to make technology a part of learning, the first important thing to pay attention to the characteristics of technology in case 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 (attractive).
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.

At the beginning of school from home (SFH) implementation which means online learning system. At the beginning of the pandemic, technology was very helpful in maintaining learning, that is replacing the conventional (face-to-face) system to online system, as source of information, and learning medium. But, in implementing this role of technology in online 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. Other case is the atmosphere of learning is boring for most of students and make them lazy to learn and even lost interest and motivation to learn. The boringness is impact of wrong choose learning method and media by teacher. Therefore, the successful in learning activity also depends on the interaction process that begins with the perception of students, what they want and need and how teachers are involved in fulfilling this in the learning process .

RESEARCH METHOD

Melalui pendekatan kualitatif, diharapkan terangkat gambaran mengenai aktualitas, realitas sosial dan persepsi sasaran penelitian tanpa tercemar oleh pengukuran formal. Tujuan penelitian dengan pendekatan ini adalah untuk mengambarkan secara deskreptif tentang pola asuh orang tua dalam mengembangkan perilaku keagamaan anak usia 5-6 tahun di desa koto tuo pulau tengah. This study was quantitative research with survey design. Quantitative emphasizes the analysis of numerical data with statistical methods meanwhile survey is defined as the collection of information from a sample of individuals through their responses to questions (Check and Schutt, 2012). The survey conducted by spreading questionnaires containing a number of questions related to the topic being studied online with the Google Form and scoring with likert scale. For deepen and strengthen the reasons of the answers, interviews were also conducted with several speakers as additional information. This study used the population of the students in 2018 academic year of English Education, UIN Fatmawati Sukarno Bengkulu. To determine sample, 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) 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, he number of samples in this study was taken 10-15% or 20-25% of the population. For students, researchers will take representatives as much as 15% of the existing population, so: **20% x 145 = 29 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.**

RESULT AND DISCUSSION

In this study, there are several indicator factors that will be discussed, namely the role and the use of technology as a system (online learning system), technology as source of information (study references), and technology as learning medium (soft application that used in online learning). all the answer scoring used likert scale : 1. Strongly agree, 2 (agree), 3. Neutral (neither agree or disagree), 4. Disagree, and 5. Strongly disagree.

Table 1. Technology as a system (online learning system)

No	Questions	Frequency	Percentage
1	Online learning is very helpful in replacing the face-to-face learning system during the Covid-19 pandemic.	Strongly agree (19)	44,2%
2	I did not get the opportunity to ask questions or get material explanations by lecturers during online learning	Neutral (17)	39,5%
3	I have no difficulty learning materials through online	Neutral (16)	37,2%
4	Online learning are very difficult to access with the location where I currently live	Neutral (14)	32,6%
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	Neutral (15)	34,9%
6	At the end of the learning process, I get a grade that matches my ability and understanding while participating in online learning	Neutral (16)	37,2%
7	I do not understand the material delivered by friends through online presentations	Agree (19)	44,2%

The table 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.

Table 2. Technology as source of information (study references)

No	Questions	Frequency	Percentage
1	Online English learning materials are available well and clearly	Neutral (17)	39,5%
2	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	Agree (23)	53,5%
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	Agree (19)	44,2%
4	Website or journal from lecturers that suggested as a reference does not make me understand about learning materials	Neutral (24)	55,8%
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	Agree (26)	60,5%
6	I only copy information from the internet to fulfill the task without checking it again if I feel the material is appropriate	Neutral (19)	44,2%

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 learning, 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.

Table 3. Technology as learning medium

No	Questions	Frequency	Percentage
1	Applications used as a learning medium make it easier for me to follow the learning process	Agree (23)	53,5%
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	Agree (21)	48,8%
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	Agree (24)	55,8%
4	Lecturers always use different applications when explaining materials and for task collection	Agree (18)	41,9%
5	Using applications like Google Classroom or Google Drive makes it easy to send and collecting tasks on time	Agree (24)	55,8%
6	Video conferencing applications such as Zoom Meeting, Google Meet, etc. make learning more enjoyable because of the interaction between students and lecturers	Agree (20)	46,5%
7	Video conference application (Youtube, Zoom, Google Meet, etc) is the best medium to explain and understand the material well	Agree (20)	46,5%

The last is the role of technology as a learning medium that has gained good response by thestudents. 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.

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. The data detailed is presented based on the assessment initiator, as follows:

Variables	Indicator	NH	NS/Mean	$\frac{NS}{NH}X100\%$	Desc
Students' perception of The Use of Technology in English Language Learning	Technology as Learning System	7x5=35	1024:43=23,81	$\frac{23,81}{43}X100\%$ = 55,37%	Medium
	Technology as Source Information	6x5=30	952:43=21,51	$\frac{21,51}{43}X100\%$ =50,02%	Medium
	Technology as Learning Medium	7x5=35	1196:43=27,81	$\frac{27,81}{43}X100\%$ =64,67%	High
Total		100	73,13	$\frac{73x13}{100}X100\%$ =73,13%	High

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 high 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.

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 pandemic.

CONCLUSION

Based on the results of research questionnaire data, it can be concluded that the use of technology in online learning (E-learning) get total percentage of 73.13%. This category or level of 'high' here can be interpreted to mean that technology is not always about pressure and depressed but also motivated, cause technology can improve quality, in this case it is in the learning process. The right reason 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 and 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 converence 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.

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.

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.

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