THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

Ida Ayu Putu Anugrah Widiantari[1], Luh Putu Artini[2], Ni Luh Putu Eka Sulistia Dewi[3]
[1, 2, 3]Universitas Pendidikan Ganesha

E-mail: [1]anugrahwidiantari@gmail.com ayu.anugrah@undiksha.ac.id [2]putu.artini@undiksha.ac.id
[3]sulistia.dewi@undiksha.ac.id

ABSTRACT

The purpose of the study was to find out how instructors and students felt about using technology in English classes. A mixed method sequential exploratory design was used in the investigation. The subjects were 228 students in the tenth grade at SMA Negeri 1 Gianyar and one English teacher. The interview guide and questionnaire were used to gather respondents' perceptions in order to meet the research goal. A combination of quantitative and qualitative analysis was used to analyze the data. The results showed that: (1) English teachers saw the use of technology in language instruction favorably because it had a number of positive effects; and (2) students believed that using technology in the language learning process could improve their knowledge and proficiency in the language. It showed that incorporating technology into the English language learning process has several positive effects on EFL students as well as English teachers.

Keywords: Perception, technology, EFL students

1. INTRODUCTION

The growth of technology brings new challenges for public and develops all aspects in the world, including education. The emergence of technology is becoming essential parts as it facilitates, supports, and strengthens the education systems (Alshraideh, 2021). Technology in the educational context refers to using modern technology to optimize the learning process (Gao et al., 2021; Rabani et al., 2023). Technology holds a crucial role in fostering learner engagement and significantly influences teaching methodologies (Solikhah, 2023). If teachers do not embrace technology

in their teaching, they risk falling behind in this rapidly evolving field. Therefore, teachers must have extensive expertise in utilizing these technological tools.

In the 21st century era, technology is highly needed. The demand of acquiring 21st century skills create a challenging part for both teachers and students to have good skills in operating technology. Technology becomes one part of students' lives and needed as one of the basic skills in school or workplace. It because the existence of technology in education systems practically helps students to acquire 21-st century skills (Melvina et al.,

2021). Technology specifically promote students' digital literacy and critical thinking (Merta et al., 2023). At the same time, technology also give positive contribution to facilitate students in language learning.

Numerous literatures revealed the effectiveness of technology integration in promoting English language learning. In the context of English learning, the integration of technology is broadly understood to incorporate an innovative implementation of methods, tools, materials, strategies, systems and media in achieve learning goals (Dash, 2022). Calvin and Mali (2023) explain that technology is commonly assist to find the related learning resources, prepare the presentation, online communication, give online assignment, and give online educational game. Another benefit is that technology integration can promote learning autonomy (Nguyen & Habók, 2022; Wiwin et al., 2022). Further, the technology integration such as video, audio, image, and written text can help students improve their confidence to use the target language (Arroba & Acosta, 2021).

The rapid development of technology has given rise to various applications that can be utilized in English language learning. The various applications are multimedia devices, multimedia content, and social media. Consequently, it also develops various perception towards the use of technology in English language learning since each tools have different advantages and weaknesses. According to Agung et al., (2020), perception is the information obtained by interpreting the

message, relationship among the object, and event. Perception refers to someone's beliefs, thoughts, emotions, and sense regarding particular object (Hamka et al., 2021). A study investigated by Pardede (2020) claimed that teachers positively perceived the use of ICT in language learning. Nguyen and Habók (2022) also proved that technology integration has important role in supporting English teaching. However, Hadianti and Rohmah (2021) and Ishak et al., (2022) also found that English teachers negatively perceived to the challenges of integrating technology in the learning process.

Regarding this issue, the researcher's preliminary observation found an interesting phenomenon in SMAN 1 Gianyar. In this case, the English teachers of SMAN 1 Gianyar integrated technology into the classroom. Also, they have been integrating technology in teaching for 3-5 years. Based on the teachers' explanation, they commonly used technology to deliver the material and give learning instruction and assessments. They also explained that they learned about the use of technology for teaching by watching tutorials on YouTube, asking their colleague, or sometimes asking their students how to use specific technological tools. Further, there was a policy to integrate the technology in teaching and learning process especially for conducting an assessment.

Based on the brief description of the phenomenon in the school above, it was then interesting to explore the use of technology in English classes in this school. As the previous

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

studies mostly explore teachers' perception, it is essential to discuss the perception of technology from students' point of view. Therefore, to fill this gap of literature, the study aims to investigate two research objectives, i.e. (1) investigate teachers' perception towards the use of technology in English learning at SMA Negeri 1 Gianyar; and (2) investigate students' perception towards the use of technology in English learning at SMA Negeri 1 Gianyar.

2. METHODS

This study used mixed method sequential exploratory design. The mixed method sequential exploratory design involves two phases. The first phase is collecting qualitative data and the second phase is collecting the quantitative data (Creswell, 2013). In the first phase, the researcher collected the data through interview to explore the types and the way of integrating technology in English class. The second phase was collecting qualitative data using questionnaire to investigate teachers' and students' perception on the use of technology in English classes.

Population and Sample

The population of the study were an English teacher and students at SMA Negeri 1 Gianyar in the academic year 2022/2023. The tenth graders were selected because the results of the preliminary study stated that they use technology more extensively in the learning process. The samples were chosen through purposive sampling. The 228 tenth graders were determined by applying minimum sample size from Slovin formula. The sample who participated in this research had been fulfilled several criteria, i.e. (a) the participant was an English teacher who taught tenth grade students; (b) both teachers and students knew and had implemented technology in English learning process; and (c) the participants had willingness to involve in this research.

Instrument

Since the study was mixed method sequential exploratory design, there were two main instruments used to obtain the data. The instruments were questionnaires and interview guide. Each description of the instruments can be explained as follows.

Questionnaire

The questionnaire was applied to gather the quantitative data regarding teachers' and students' insight on the application of technology in English classes. The questionnaire designed with five points of the Likert scale with the following category strongly disagrees = 1, disagree = 2, undecided = 3, agree = 4, and strongly agree = 5. The questionnaire was structured and modified from (Azli et al., 2018). Based on the modified questionnaire, the structure of questionnaire involved three indicators. The A indicator consists of demographics of the respondents (year of birth, gender, teaching experience and

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

experiences of using technology). The B indicator relates to information of perceived usefulness (PU) in using technology. The C indicator refers to the perceived ease of use (PEoU) of integrating technology in English learning.

Interview Guide

Meanwhile, the interview guide formed with semi-structured interviews. The interview was used to obtain an in-depth comprehension of teachers' and students' perceptions towards the use of technology in English classes. These two instruments were revealed as valid and reliable instruments which implied that it valid to be used for collecting research data.

Data Analysis

The study was conducted through several procedures. First, the researcher conducted interview. The interview was done based on the interview guidelines and the whole process was recorded. Second, distributing the questionnaire to the respondents. The questionnaire sheet was administered through Google Forms. Fifth, analyzing the data. The data were analyzed quantitatively and qualitatively. The quantitative data analysis emphasized on analyzing the mean score aided by SPSS 24. Further, the mean score was used to determine intervals of the data. After gaining intervals, the data collection from questionnaire were categorized based on the classification table. The classification is applied to categorize the respondents' answers. It can be seen in Table 1.

Table 1 *The Categorization of Mean Score of Teacher' – Students' Perception Toward the Use of Technology in English Classes*

No	Interval	Categorization
1	$4.083 \leq M \leq 5.001$	Very positive
2	$3.471 \leq M \leq 4.083$	Positive
3	$3.471 \leq M \leq 4.083$	Neutral
4	$3.471 \leq M \leq 4.083$	Negative
5	$1.329 \leq M \leq 2.247$	Very negative

(Adapted by Koyan, 2012)

The qualitative data analysis was attributed to analyze the results of interview process. The analysis was conducted by adopting Miles & Huberman (1994) data analysis method. It consists of four data analysis stages, such as data collection, data reduction, data display, and conclusion drawing. The last step was conducting data triangulation. Data triangulation was done to validate the data collection by comparing the interview, and questionnaire results.

3. RESULTS AND DISCUSSIONS

Results

Teachers' Perception towards the Use of Technology in English Classes

The first research objective was investigating teachers' perceptions on the use of technology in English classes at SMA Negeri 1 Gianyar. Several categories were used to determine teachers' perceptions of the use of technology in the English language

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

learning process. The categories were used to identify whether the teacher had very positive, positive, neutral, negative, or very negative perceptions toward the use of technology in English classes. The category of teachers' perception of technology utilization in the English language learning process were classified based on aforementioned Table 1. Further, the teacher's perception comprised two domains, namely perceived usefulness (PU) and perceived ease of use (PEoU). The questionnaire provided five options of response, namely strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

Based on the quantitative analysis aided by SPSS 24, the results of descriptive analysis can be seen in Table 2.

Table 2: *Descriptive statistics of teachers' perception*

No	Dimension	Mean score	Category
1	Perceived of Usefulness	4	Positive
2	Perceived Ease of Use	4.33	Positive
	General Mean Score	4	Positive

Table 2 revealed that the mean score of the perceived usefulness (PU) is 4 and the mean score of the perceived ease of use (PEoU) is 4.33. Both mean scores are in interval $3.471 \leq M \leq 4.083$. It indicated that the English teacher had a positive perception on the use of technology for English language learning.

The mean score of perceived usefulness (PU) was represented through eight statements.

The distribution of score towards domain of perceived usefulness can be displayed in Table 3.

Table 3:
Descriptive Statistical Analysis of Perceived Usefulness (PU)

No	Statements	Mean score	Category
1	Technology is important to be used to support the learning process especially in English language learning	4	Positive
2	Technology increases students' academic achievement	4	Positive
3	Using technology in English learning can increase interaction between me and my students	4	Positive
4	Using technology in English learning can motivate students actively involved in learning activities	4	Positive
5	Using technology in English learning makes students concentrate more on learning activity	4	Positive
6	Students' language skill can be improved by the use of technology	4	Positive
7	Using technology in learning English makes students become more independent learners	4	Positive
8	Using technology in learning English has many benefits for students	4	Positive
	Total mean score	4	

Table 3 proved that English teachers' insights on the technology specifically in domain of perceived usefulness has positive perception. It was revealed from the mean score of each statement was 4 and categorized

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

as "positive" category. The result showed the teacher's agreement that technology could improve students' knowledge and English skills and improve students' motivation in English learning and achievement.

The positive perception of English teachers towards the use of technology was also confirmed through the results of semi-structured interviews that have been conducted. The following are the results of an interview to English teachers at SMA Negeri 1 Gianyar related to perceived usefulness.

> Extract#1
>
> "I think the integration of technology in English language learning can improve students' language skills, for example using YouTube videos. Students can get exposure to native speakers of English through watching Vlogs or podcasts on YouTube. Also, students can access online quiz such as Quizizz or ThatQuiz easily. So, then they can learn individually outside the classroom." [T1-7-3-2023]

As it explained in the extract above, teachers believed that the use of technology provide good impact in increasing students' knowledge because students can obtain information through wide learning references from education platforms. They also perceived that the application of technology in English learning can enhance students' autonomy to be independently manage their learning styles.

The existence of technology promotes students as independent learners as they could access various learning subjects through numerous platforms, such as YouTube, Google, and online quizzes.

The second domain was perceived ease of use. The descriptive statistical analysis showed that the mean score was 4.33 with "positive" category. The means score was obtained from English teachers' responses on 12 statements. The details can be seen in Table 4.

Table 4:
Descriptive Statistical Analysis of Perceived Ease of Use (PEoU)

No	Statements	Mean score	Category
1	Using technology in learning English makes students easily understand what I learn	4	Positive
2	Using technology in learning English helps students to acquire the target language	4	Positive
3	I can interact and communicate easily with the help of technology	4	Positive
4	In my opinion, technology can help teacher to create existing learning environment	4	Positive
5	Technology helps me integrate different activities into language learning	4	Positive
6	Technology provides interactive learning activity	4	Positive
7	Technology in English learning has a great impact in improving students' reading skill	4	Positive
8	Using technology for teaching and learning	4	Positive

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

	English has significant role to improve students' writing skills		
9	Using technology can improve students' listening skill	4	Positive
10	Technology can be used to practice and improve speaking skill	4	Positive
11	Using technology in learning English provides me with tools for using an electronic pronunciation dictionary	4	Positive
12	Technology assists me in creating and conducting online assessment	4	Positive
Total mean score		4	Positive

From the table above, it indicates that the teachers have a positive perception of ease of use. Teachers believe that integrating technology in English learning allows teachers to create an engaging and effective learning environment. Aside from that, it also helps students to learn English easily. This is also supported by the following quote.

Extract#2

"I can use pictures, videos to explain the subject, and online quiz. Therefore, the learning process is more varied. It can attract students' attention and makes the learning process more interesting." [T1-7-3-2023].

Extract#3

"I usually explain the material using PowerPoint. It is because I do not need to write the explanation on the whiteboard. I can use YouTube as a learning source. I can search for unlimited learning videos on YouTube. Also, I use ThatQuiz to create quizzes and record students' progress." [T1-7-3-2023].

Based on the interview, English teachers at SMA Negeri 1 Gianyar consistently view that the integration of technology had numerous positive impacts. Teachers perceived technology could increase students' motivation in learning, especially in producing the project or assignment. It is also believed that technology could help students enrich their knowledge regarding the target language. The other impacts were help teachers and students communicate easily and assist them do their work more efficiently. The technology could make teachers' work more efficient. Teachers could create PowerPoint, which could be re-used for teaching from one class to another. Further, the teacher primarily used YouTube as a learning source. The teacher also used an online quiz application called ThatQuiz to create an online quiz.

Students' Perception towards the Use of Technology in English Classes

This part explained the second research questions about students' perception on the use of technology. The students' perception comprised two domains, namely perceived usefulness (PU) and perceived ease of use (PEoU). The questionnaire consisted of 21 items with a positive statement only. It provided five options of response, namely

strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

Table 5:

Descriptive statistics of students' perception

No	Dimension	Mean score	Category
1	Perceived of Usefulness	4.11	Positive
2	Perceived Ease of Use	4.12	Positive
	General Mean Score	4.11	Positive

From Table 5, it indicates that the mean score of perceived usefulness (PU) is 4.11 and the mean score of perceived ease of use is 4.12; which is included in interval 4.083 ≤ M ≤ 5.001. Based on interval score adapted from Koyan (2012), both mean score of two domains refers to "very positive" category. It could imply that students had very positive perception of the usefulness of technology in English language learning.

The student's perception in terms of perceived usefulness can be seen through eight statements in Table 6.

Table 6:
Descriptive Statistical Analysis of Perceived Usefulness (PU)

No	Statements	Mean score	Category
1	The use of technology is essential in learning English	4.11	Very Positive
2	Technology increases my academic achievement	4.23	Very Positive
3	Using technology in English learning can increase interaction between my teacher and me	3.08	Positive
4	Using technology in English learning can motivate me to be more active in class	4.20	Very Positive
5	Using technology in English learning makes me concentrate more on learning activity	3.08	Positive
6	Using technology in learning English helps me improve my language skills and knowledge	4.40	Very Positive
7	Using technology in learning English makes me become a more independent learner	4.21	Very Positive
8	Using technology in learning English has many benefits for me	4.37	Very Positive
	Total mean score	4.11	Very Positive

Table 6 infers that tenth graders at SMA Negeri 1 Gianyar perceived that technology as essential part which assist and support them to improve English knowledge and language skill. Besides, the students view that using technology in their English classes create many benefits such as (a) increasing English learning achievement; (b) optimizing interaction between teachers and students; (c) increasing their concentration to the learning process; and (d) promoting them into independent learners.

In terms of perceived of use, students viewed very positive perception on the use of technology in English classes. The results of analysis were distributed in the following statements.

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

Table 7:
Descriptive Statistical Analysis of Perceived Ease of Use (PEoU)

No	Statements	Mean score	Category
1	Using technology in learning English makes students easily understand what I learn	4.17	Very Positive
2	Using technology in learning English helps students to acquire the target language	4.17	Very Positive
3	I can interact and communicate easily with the help of technology	4.14	Very Positive
4	In my opinion, technology can help teacher to create exiting learning environment	4.28	Very Positive
5	Technology helps me integrate different activities into language learning	4.07	Positive
6	Using technology to learn English can facilitate me based on my learning style and needs	4.26	Very Positive
7	Using technology can create interactive learning activities	3.91	Positive
8	Using technology can help students improve their reading skill	4.23	Very Positive
9	The use of technology in English learning can help me to improve my writing skill	4.06	Positive
10	Technology is important to improve my listening skill	4.34	Very Positive
11	The use of technology can help me to practice my speaking skill	4.10	Very Positive
12	Using technology in learning English provides me with tools for using an electronic pronunciation dictionary	4.27	Very Positive
13	Technology assists me in conducting online assessment	3.62	Positive
Total mean score		4.14	Very Positive

Table 7 presents that the students had very positive perception on the use of technology in terms of dimension perceived of use. The very positive perception inferred that the students agree the utilization of technology facilitate them to learn English effectively.

Additionally, the result of the interview showed that students perceived the technology as essential for teaching English. Most students approved that integrating technology into English learning could enhance students' learning motivation. It was supported by the following extract.

Extract#4

"Learning English can be much easier with the help of technology. It can enrich my vocabulary because I can use an online dictionary to search for the meaning of certain words. Also, I can improve my speaking and listening skills through YouTube videos" [S1-7-3-2023].

Extract#5

"Teacher allows us to use our smartphone to search for information regarding the topic being discussed independently. It makes me understand the topic easily." [S2-7-3-2023].

Regarding the results of interviews, it implies that the use of technology facilitated the

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

students learn English and improved their performance in using the target language. The utilization of online dictionaries eases them to enrich their vocabulary mastery. The present of technology also provide social media and other education platforms which helps students to quickly learn English learning material with their own learning styles.

Discussion

Based on the results of analysis, it could be stated that (a) English teachers at SMA Negeri 1 Gianyar had a positive perception towards the use of technology; and (b) Tenth grade students at SMA Negeri 1 Gianyar had a positive perception on the utilization of technology during English classes. Teachers' positive perception is correlated to the findings that vast majority of them had utilized technology in their teaching process. The study was in line with Sabgini and Triastama Wiraatmaja (2022) who confirm that the perception among English teachers were positive towards the integration of technology since it made the learning effective, interesting and enjoyable. It also related to the previous study was conducted by Pardede (2020) which found that EFL teachers in Greater Jakarta have high positive perceptions of ICT use in EFL learning and teaching.

The positive perception of English teachers mean that they believed the integration of technology is highly effective in terms of usefulness and ease of use dimensions. Those results of perceptions may be attributed by several reasons or factors who influencing teachers and students. It was

contributed by teachers' opinion that English learning could be implemented in exciting atmosphere through addition of technology. The teacher can design learning activities, online assessments, and learning media by adopting educational platforms such as YouTube, Quizzes, That Quiz, Google Form, PowerPoint, etc. This result coinciding with previous study, Jaya et al., (2018) have discovered that the use of technology in English language instruction created a stimulating learning environment. By integrating technology, students are stimulated to involve and participate to the learning process because technology give them something new (Ghwela, 2023; Tanjung, 2020). The effective participation of students creates harmony interaction between them and teachers without time and place limitations. This statement in line with previous studies who agreed that technology allow students to learn second language through meaningful interactions (Altun & Ahmad, 2021; Dunn & Kennedy, 2019; Szymkowiak et al., 2021).

Second reason is the teachers have experienced that using technology in English language learning could promote students' motivation to learn. Two types of motives can be used to categorize learning: internal and external motivation. Technology adaptation in English instruction contributes to students' external motivation (Jaya et al., 2022). The online media becomes an effective technique as well as create positive influence for students (Alshraideh, 2021).Various learning media such as audio, images, or video in the internet

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

can engage students to learn English. It is in line with previous studies which revealed that technologies in English learning process can promote students motivation, engagement, and academic achievement (Al-alami & Alhamami, 2024; Bawawa, 2022; Solikhah, 2023).

The third reason is the development of technology is easily adopted in the learning process. Technology media are more effective for English teachers (Ardena & Fatimah, 2021).Various of learning platforms were provided in the internet, for instance YouTube, Google classroom, WhatsApp, Edmodo, Quizzes, ThatQuiz, etc. Teachers can operate them easily and its features assist to design effective learning activity (Pratiwi et al., 2022). The teachers agreed that one of quiz platform such as ThatQuiz helps them to administer exercise or examination. Further the utilization of technology contributes positive impact; specifically in giving automatic feedback to students' assignment. Students could immediately obtain information about their test scores (Fitriyah & Jannah, 2021). Indirectly, the addition of technology enables teachers to work effectively and help to achieve learning objectives optimally. This perception in line with what Hadianti and Rohmah (2021)'s stated that the digital tools provide easier way for teachers to work and obtain more information to the learning subjects.

The fourth reason is the English teacher perceived that technology could improve students' independence. The English teachers at SMA Negeri 1 Gianyar experienced that students who use technology in the learning process could gather various information relating to the learning materials. It caused by learners' autonomy which can be done optimally with the assistance of technology. The information is obtained from several sources and not limited by books. The statement accord with Melvina et al., (2021) who found that EFL teachers had positive perceptions of the use of technology in promoting learner autonomy in teaching English. The use of technology such as internet and some applications are potentially promoting students' autonomy. Technology even supplies hundreds of real-time resources to help students (Altun & Ahmad, 2021). Students can utilize simplified dictionaries, create flashcards and surf the internet in the language they are learning.

The second research findings showed that students had very positive perception that the use of technology in English learning. The very positive perception could not be separated from the usefulness of technology. The students believed that the use of technology in English language learning can stimulate their English skills and knowledge, including their communication, listening, reading, and writing skills. This statement was supported by existing literatures that mentioned the use of technology has beneficial impacts on students speaking skills (Khanh, 2021; Sherine et al., 2020); writing skills (Sanjaya et al., 2022); listening skills (Darsih & Asikin, 2020); and reading skills (Herdina & Ningrum, 2023; Li, 2023). Another several studies confirm that

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

students had a positive perception of the use of technology in English language learning since they believed technology had a significant role in improving their English language skills (Fitrawati et al., 2023; Muhtar et al., 2021; Ningsih et al., 2022; Rojabi, 2021; et al., 2022).

The other reason that influencing students' positive insight towards utilization of technology in English learning process is because students agreed some learning applications attract their motivation to learn more about English. Luthfiyyah et al., (2021) mentioned that integrating technology can facilitate students' engagement in learning, enable students to work collaboratively, develop students' self-esteem, provide authentic materials and environments for students to learn English in a meaningful and interesting way. Students perceived that learning activities which add technology seems more fun and give different atmosphere in the classroom. The attractive ways of representing learning materials through technology enhance students' interest to explore more deeply the information (Rais & Kristiawan, 2022).

Another factor which contributing positive perception from students is that students believe the technology facilitate them to exercise digital literacy and promote their critical thinking. It is in line with Yuvita et al., (2022) who assert that technology helps to develop digital literacy skills. The study conducted by Merta et al., (2023) also revealed that cooperating technology as a learning platform effective to stimulate students'

critical thinking. Technology becomes supporting tool in providing forum discussions and conducting online classrooms interaction that enable students to explore their critical thinking skills.

4. CONCLUSIONS

From the result analysis and discussion, it could be summarized that teacher had a positive perception toward the use of technology in English language learning. The teacher perceived using technology for the English language learning process is very useful. It had many positive impacts. It could help teachers and students communicate easily and help them do their work more efficiently.

Further, the students positively perceive using technology in English language learning. The majority students perceived the technology interaction in English language learning as very useful since it has many benefits. It can create an exciting learning environment, enrich students' knowledge, boost students' learning motivation, and improve their language skills. Most students used technology to enhance their English skills including their communication, listening, reading, and writing skills.

Based on this conclusion, it is suggested for English teachers to adopted technology in the English learning process by considering the beneficial things from technology. The integration of technology can be used to design learning activity more creative and enjoyable for students.

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

5. REFERENCES

Agung, A. S. N., & Surtikanti, M. W. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *SOSHUM : Jurnal Sosial Dan Humaniora*, *10*(2), 225–235. https://doi.org/10.31940/soshum.v10i2.1316

Al-alami, A. M., & Alhamami, M. (2024). Saudi K-12 teachers ' views on English teaching using technology. *English Learning Innovation (Englie)*, *5*(1), 38–52.

Aleksius, M., Lake, F., Werang, E. A., & Seran, M. F. (2022). Exploring EFL Students' Perceptions of Google Classroom as Learning Management System. *VELES Voices of English Language Education Society*, *6*(1), 176–187. https://doi.org/10.29408/veles.v6i1.5113

Alshraideh, D. S. (2021). EFL Learners' and Teachers' Perception toward the Use of Online Videos in EFL Classes. *Arab World English Journal*, *12*(1), 215–228. https://doi.org/10.24093/awej/vol12no1.15

Altun, M., & Ahmad, H. K. (2021). The Use of Technology in English Language Teaching: A Literature Review. *International Journal of Social Sciences & Educational Studies*, *8*(1), 226–232. https://doi.org/10.23918/ijsses.v8i1p226

Ardena, O. Y., & Fatimah, S. (2021). English teachers' perceptions on the use of technology-based media in teaching English during Covid-19 pandemic: A descriptive sudy at SMA N 9 Padang. *Journal of English Language Teaching*, *10*(2), 285–289. https://doi.org/10.24036/jelt.v10i2.112480

Arroba, J., & Acosta, H. (2021). LEARN Journal: Language Education and Acquisition Research Network Authentic Digital Storytelling as Alternative Teaching Strategy to Develop Speaking Skills in EFL Classes. *Journal: Language Education and Acquisition Research Network*, *14*(1), 317–343.

Azli, W. U. A., Shah, P. M., & Mohamad, M. (2018). Perception on the Usage of Mobile Assisted Language Learning (MALL) in English as a Second Language (ESL) Learning among Vocational College Students. *Creative Education*, *09*(01), 84–98. https://doi.org/10.4236/ce.2018.91008

Bawawa, M. (2022). English Teachers' Perception of Using Technology in Teaching English in Merauke. *Koloni: Jurnal Multidisiplin Ilmu*, *1*(3), 748–754.

Calvin, Y., & Mali, G. (2023). The Exploration of EFL Teachers ' Technological Practices in Indonesian Schools. *Journal of English Teaching and Learning*, *66*(22), 153–168. https://doi.org/10.21043/jetli.v6i2.22298

Coker, C., Greene, E., Shao, J., Enclave, D., Tula, R., Marg, R., Jones, L., Hameiri, S., Cansu, E. E., Initiative, R., Maritime, C., Road, S., Çelik, A., Yaman, H., Turan, S., Kara, A., Kara, F., Zhu, B., Qu, X., … Tang, S. (2018). NoTitle. *Transcommunication*, *53*(1), 1–8.

Creswell, J. W. (2013). *John W. Creswell-Research Design_ Qualitative, Quantitative, and Mixed Method Approaches-SAGE Publications (2013).pdf* (p. 273).

Darsih, E., & Asikin, N. A. (2020). Mobile Assisted Language Learning: Efl Learners Perceptions Toward the Use of Mobile Applications in Learning English. *English Review: Journal of English Education*, *8*(2), 19. https://doi.org/10.25134/erjee.v8i2.2999

Dash, B. B. (2022). Digital tools for teaching and learning English language in 21st Century. *International Journal of English and Studies*, *4*(2), 8–13. https://doi.org/10.47311/IJOES.2022.4202

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

Fitrawati, B., Syarif, H., & Zaim, M. (2023). Undergraduate EFL Learners' Perception Toward ICT Use in English Language Learning. In *Proceedings of the 2nd Padang International Conference on Educational Management and Administration 2021 (PICEMA 2021)*. Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-11-4

Fitriyah, I., & Jannah, M. (2021). Online Assessment Effect in EFL Classroom: An Investigation on Students and Teachers' Perceptions. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *5*(2), 265. https://doi.org/10.21093/ijeltal.v5i2.709

Gao, Z., Dang, W., Wang, X., Hong, X., Hou, L., Ma, K., & Perc, M. (2021). Complex networks and deep learning for EEG signal analysis. *Cognitive Neurodynamics*, *15*(3), 369–388. https://doi.org/10.1007/s11571-020-09626-1

Ghwela, M. (2023). English Language Teachers' Perceptions of Using Technology in Teaching English Language at Al-Asmarya University. *Abhat Journal*, *15*(2), 232–241.

Hadianti, S., & Rohmah, D. W. M. (2021). English Teachers' Perception on Using Digital Tools in the Classroom. *Exposure : Jurnal Pendidikan Bahasa Inggris*, *10*(2), 234–241. https://doi.org/10.26618/exposure.v10i2.5769

Hamka, Setyosari, P., Cahyono, B. Y., & Sulton. (2021). Investigating the Impact of Student Interest and Perception on English Phonology Learning in Indonesia. *Eurasian Journal of Educational Research*, *96*(96), 153–169. https://doi.org/10.14689/ejer.2021.96.10

Herdina, G. F., & Ningrum, A. S. B. (2023). Teachers' Perceptions and Challenges in Integrating Technology in English Reading Course: A Systematic Research Review. *English Education:Journal of*

English Teaching and Research, *8*(1), 91–101. https://doi.org/10.29407/jetar.v8i1.19133

Ishak, N., Din, R., & Othman, N. (2022). Teachers' Perceptions and Challenges to the Use of Technology in Teaching and Learning during Covid-19 in Malaysia. *International Journal of Learning, Teaching and Educational Research*, *21*(5), 281–308. https://doi.org/10.26803/ijlter.21.5.15

Khanh, C. G. (2021). The Effect of ICT on Learners' Speaking Skills Development. *International Journal of TESOL & Education*, *1*(1), 22–29.

Koyan, W. (2007). *Statistika Terapan*. Program Pascasarjana Universitas Pendidikan Ganesha.

Lesiana, N., Mulyadi, Aswadi Jaya, & Pratiwi, E. (2023). Classroom Interaction in Communicative Language Teaching of Secondary School. *Esteem Journal of English Education Study Programme*, *7*(1), 61–71. https://doi.org/10.31851/esteem.v7i1.12661

Luthfiyyah, R., Hafifah, G. N., Ivone, F. M., & Tresnadewi, S. (2021). Technology use in secondary level of English language teaching: A Literature Review. *JEES (Journal of English Educators Society)*, *6*(1), 79–89. https://doi.org/10.21070/jees.v6i1.1020

Melvina, Lengkanawati, N. S., & Wirza, Y. (2021). The Use of Technology to Promote Learner Autonomy in Teaching English. *Proceedings of the Thirteenth Conference on Applied Linguistics (CONAPLIN 2020)*, *546*(Conaplin 2020), 315–321. https://doi.org/10.2991/assehr.k.210427.048

Merta, L. W. S., Ratminingsih, N. M., & Budasi, I. G. (2023). The Integration of Technology in English Language Teaching to Stimulate Students' Critical Thinking. *Language Circle: Journal of*

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION

Language and Literature, *17*(2), 333–341. https://doi.org/10.15294/lc.v17i2.39097

Muhtar, I. Y., Pammu, A., & Nasmilah, N. (2021). Students' Perceptions of The Use Of 'TELL' in English Learning Process in Bosowa University Makassar. *ELS Journal on Interdisciplinary Studies in Humanities*, *4*(4), 474–484. https://doi.org/10.34050/elsjish.v4i4.19116

Nguyen, L. A. T., & Habók, A. (2022). Digital Literacy of EFL Students: An Empirical Study in Vietnamese Universities. *Libri*, *72*(1), 53–66. https://doi.org/10.1515/libri-2020-0165

Ningsih, A. W., Sihombing, P. S. R., Silalahi, D. E., & Herman. (2022). Students' Perception towards the Use of ICT in EFL Learning at Eleventh Grade SMA Negeri 1 Dolok Batu Nanggar. *Education and Human Development Journal*, *6*(3), 24–36. https://doi.org/10.33086/ehdj.v6i3.2477

Pardede, P. (2020). Secondary School EFL Teachers' Perception of ICT Use in Learning and Teaching: A Case Study in Greater Jakarta. *JET (Journal of English Teaching)*, *6*(2), 111–121.

Rais, B., & Kristiawan, R. (2022). English Preservice Teachers' Perception of Ict: the Study on the Students From Rural Areas. *English Review: Journal of English Education*, *10*(3), 821–830. https://doi.org/10.25134/erjee.v10i3.6452

Rojabi, A. R. (2021). EFL Learners' Perceptions on Schoology Use in the Reading Class. *VELES Voices of English Language Education Society*, *5*(1), 10–26. https://doi.org/10.29408/veles.v5i1.3219

Sabgini, K. N. W., & Triastama Wiraatmaja. (2022). The Pre-Service Teachers' Perception On Integrating Technology in Teaching English For Young Learners. *Project (Professional Journal of English Education)*, *5*(4), 706–722.

Sanjaya, D. B., Suartama, I. K., Suastika, I. N., & Sukadi. (2022). The effect of the conflict resolution learning model and portfolio assessment on the students learning outcomes of civic education. *International Journal of Instruction*, *15*(1), 473–488. https://doi.org/10.29333/iji.2022.15127a

Sari, A., Jaya, A., Hermansyah, H., & Mortini, A. V. (2022). Using Mixidea Online Debating Strategy To Promote the Students' Speaking Ability. *Esteem Journal of English Education Study Programme*, *5*(2), 298–303. https://doi.org/10.31851/esteem.v5i2.8591

Sherine, A., Seshagiri, A. V. S., & Sastry, M. M. (2020). Impact of whatsapp interaction on improving L2 speaking skills. *International Journal of Emerging Technologies in Learning*, *15*(3), 250–259. https://doi.org/10.3991/ijet.v15i03.11534

Solikhah, N. A. (2023). Impact of Technology in Teaching and Learning English as Foreign Language : TESOL Context. *Journal Corner of Education, Linguistics, and Literature*, *3*(1), 83–91. https://doi.org/10.54012/jcell.v3i1.194

Wiwin, D., Utami, U. W., & Taris, T. (2022). Digital Media and Its Implication in Promoting Students' Autonomous Learning. *JET (Journal of English Teaching)*, *8*(1), 97–106. https://doi.org/10.33541/jet.v8i1.3284

Yuvita, Y., Hartono, R., Fitriati, S. W., & Saleh, M. (2022). Perceptions of Technology in Language Teaching among English Pre-service Teachers. *International Conference on Science, Education and Technology*, 206–209.

THE USE OF TECHNOLOGY IN ENGLISH CLASSESS AT SMA NEGERI 1 GIANYAR: STUDENTS' AND TEACHER' PERCEPTION