

# Students' Perceptions of Technological Tools Used by Teachers in Teaching English during Pandemic Time

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## Abstract

Technological tools were needed to support the online learning in the pandemic time. With so many applications and teaching platforms available, teachers can have certain preferences over them. Similarly, students may prefer a particular teaching platform or technological tool for their learning. Therefore the writers were interested to analyze high school students' perceptions on the use of technological tools by the teachers and how the technological tools help them understand the material. The writers did a qualitative study and used an interview to collect the data. The interview was conducted online with nine students of grade XI of SMKN 4 Pekalongan. The study found that the majority of students held positive perceptions towards their teachers' use of technological tools. The students felt the use of technological tools was fun and made the learning more effective as the materials were more understandable. It also helped the students access the material at any time. In general, it can be concluded that the students showed a good response on the technological tools used by English teachers. This finding also suggests that the technology has been a great support in the students' learning during the pandemic time.

**Keywords:** COVID-19, online learning, perceptions, technological tools

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## INTRODUCTION

COVID 19 was declared as a dangerous epidemic on March 11, 2020 (BBC, 2020). Covid-19 is transmitted through splashing phlegm (coughing and sneezing) and direct contact with people who have been infected. This virus can survive for several hours in the air or on surfaces contaminated with the virus. This was an infectious disease; the spread of this disease brings the potential and cause the emergency of public health. Therefore, disease-preventing action to against this infectious disease are mandatory as early as possible. Indonesian government has made the regulation related to the infectious disease. Related to the urgency of disease-

preventing of COVID 19, the rules are indeed need to be formed. The rules are obliged to be formed by two authorities, the government and the Minister of Health as the enforcement of Indonesian rules of Law number 6 of 2018 concerning Health.

In Wuhan, China on December 2019 this outbreak was first discovered. The COVID 19 spread rapidly that it hit 215 countries around the world. Any kind of direct social activities was restricted to do. For example, work, school, and culture. All activities that generate crowds must be stopped. This pandemic was causing great confusion in various social and economic fields. Without exception, education sector was also experiencing a significant turmoil. Education is one of any kind area that was seriously influenced

(Panesar et al., 2020). Due to COVID 19 the students have to learn from home. In Circular of Education and Culture Ministry No. 3 of 2020 (Minister Education and Culture, 2020) it was stated that the citizens in the educational units were advised to avoid physical contact and postpone activities that are gathering a lot of people or activities in the environment outside the unit. According to the statement from the Ministry of Education and Culture, the solution of learning for students was by applying an online or virtual learning system.

In Indonesia, study at home was a huge surprise that has never been applied before. Likewise with the students who are conversant in learning face to face with their teachers and friends felt strange with this situation. Student exams have additionally become online and lots of it has experimented with an unpredictable system, and lots of exams were canceled. The learning system by integrating a connection of internet in the teaching and learning process was called as an e-learning system or virtual learning system (Bentley, Selassie, & Shegunshi, 2012). So that learning that was usually face-to-face was shifted to virtual which results in interaction between teachers and students is limited through technological tools online learning media as determined, where students still can study using technological tools without having to meet face to face.

Educators' and students' ability are required in online learning because the ability to use technology will be supremely help create a productive learning environment so that great social interplay is established. (Andel et al., 2020). The application of technological tools on learning process can mediate the spread of COVID 19, the students and teachers are no longer have to be on one place. Although at the side of the generation of specific possibilities for the digital transformation of education and training, the pandemic has highlighted numerous technical, legal, and realistic shortcomings and loopholes of our modern-day educational system while transferring teaching and learning into the digital world. For example, the distribution of educational facilities has not been evenly distributed throughout Indonesia, especially during COVID 19 pandemic time,

which requires students to study from home. There are still many remote areas that have not been touched by educational facilities, as well as the shortage of internet access for learners or students and teachers to interact digitally.

Technological tools were needed to support the online learning in the pandemic time. With so many applications and teaching platforms available, teachers can have certain preferences over them. Technology in education has become a great potential in changing a person to learn, as well as in obtaining learning supplements, and so on (Pahril, 2020). The application of digital platforms or technological tools that was used in almost every school in Indonesia during this pandemic, the use of digital platforms or technological tools in learning English was very much needed. During English online learning, teachers often assign assignments to students which can lead to boredom for students.

The implementation of online learning using technological tools carried the great impact to the students. This change in the learning process may lead a different perception among students. The perception itself was explained as the mean you notice somethings, mainly with the senses. From the environment the perceptions are formed. Perceptions are strongly bound with the humane senses that produce signals through sight, hearing, touch, smell, and taste (Oxford Dictionary, 2007). The use of digital English learning media by teachers may experience some difficulties in the classroom and give rise to students' perception about the use of media technology by teachers in teaching English.

Based on the pandemic situation, SMK N 4 Pekalongan applied online learning on their school, the study aims to analyze high school students' perceptions on the use of technological tools by the teachers and how the technological tools help them understand the material. The subjects involved in this study were the students from SMK N 4 PEKALONGAN. The writers chose SMK N 4 Pekalongan because the school applied an online learning system during the pandemic that become one of the topics in this study. Researcher considers time, cost, effort and the current situation due to the covid-19

pandemic, besides the location can be easily accessed by researcher. In addition, not many have conducted study on the perception of high school students about the use of technological tools used by teacher.

This study may be beneficial as a source of reference for applicable studies on online English learning technological tools uses and this study may be beneficial for increasing information approximately online English learning due to COVID-19 circumstances at Senior High School. It could be a material consideration for the implementation of an online learning system in a school or agency as well. For students Online learning may be used as a mastering medium for studying English in Covid-19 pandemic or distance learning system. Students can use online learning, e-learning or distance learning to analyze English material through technological tools. For teacher, it is hoped that by knowing the students' perception on this study, may offer ideas or thoughts to the teachers in teaching English via online. Teachers can use digital platform or technological tools as an alternative medium for teaching English in online learning during the pandemic times.

## **METHODS**

The method of the study was used a qualitative descriptive study and used an interview to collect the data. Three stages were included on the study: observation, data collection, data processing and conclusion drawing. Sugiono (2009) stated that a descriptive study is a study that is organize to describe or explain a variable or more than one variable without the need to make comparisons, or variables that are connected to other variables. This method was designed to make a description, picture or painting directly systematic and the relationship between the investigated phenomena.

According to Sri Haryati (2020) qualitative study that aims to explain phenomena by collecting data as deep as possible. The qualitative study accentuates the profundity of data obtained by researchers. The depth and detail of the data determines the quality of the study. Descriptive

qualitative study was aimed to depict and portray existent phenomenon, both natural and engineered by the people, it takes more attention to the characteristics, quality, relationship between activities (Nana Syaodih Sukmadinata, 2011). Based on the information from several experts above, it can be drawn that qualitative descriptive study was a series of activities to obtain data that is as it is without being in a state of certain results which emphasize the quality of the study.

This study belonged to descriptive qualitative study because it was along with the objective of the study. It was intended to find out the high school students' perception of teachers' uses of technological tools in teaching English during pandemic and also how the technological tools help the student to understand the material in learning English at SMK N 4 Pekalongan. The interview was used to investigate high school students' perception of teachers' uses of technological tools in teaching English during pandemic and also how the technological tools help the student to understand the material in learning English.

## **RESULTS AND DISCUSSION**

Before discussing the result of the study, it is necessary to find out the conclusions we will draw from the answers to each question. There were two conclusions from the answer, namely positive perception and negative perception. According to Mahreda (2017) positive perception is positive interpretations that involve human evaluating something around them, and negative perception is negative interpretations that involve human evaluating something around them. The researchers chose XI grade as considered had experience the online learning at least for one year at SMKN 4 Pekalongan. The researcher asked two questions to find out the students' views on their teacher during the learning period, from the interview the researcher drew a conclusion. The results of interview were described into descriptive text in the line with the method used.

The study took two months, it was conducted from April to May 2022. In April it was used for data collection, and in May it was used to

analyze the data and draw conclusions. Due to current circumstances and to support the government by disease-preventing the COVID 19, the interview was held via online (WhatsApp Messenger). Researchers chose to use WhatsApp Messenger as a medium between researchers and respondents in the current situation with considerations. WhatsApp Messenger is the most widely used chat application, and this application is the most popular application so almost everyone must have used it. The use of Whatsapp Messenger also makes it easier for researchers to conduct interviews with respondents by using the Voice Note feature available on WhatsApp Messenger.

The interview consisted by two questions, the objective and contexture of the questions were explained to respondents before. The questions were distributed to get the needed data. The questions were “what are the students’ perceptions of teachers’ uses of technological tools inteaching English during online learning” and “how do the technological tools that teachers use help the students to understandthe English material during online learning”.

Three stages were included on the study: collecting the data, processing the data and drawing conclusion.

- Stage 1: to collect the data, the researchers visited SMK N 4 Pekalongan and asked for permission to do study at SMK N 4 Pekalongan by involving students from XI grade as objects of the study. The researchers collected the data by doing interview with nine students of XI grade of SMK N 4 Pekalongan in academic year 2021/2022 through online (WhatsApp messenger). The Interview was held by sending voice notes to each student on a personal chat, and each of students replying it with voice notes as well.
- Stage 2: the data were collected in Bahasa, therefore the researchers processed it by transcribing the students’ answers that have been obtained in audio form into writing and translating them into English.
- Stage 3: after the data were collected in English, the researchers discussed, and analyzed it for the result of the study. The researchers drew conclusion and gave suggestions as well.

According to Irwanto (2002) discusses that perception results can be distinguished into to types, namely positive perception and negative

perception. The interview was planned to excavate students’ views and perception on the application of technological tools used by teacher. To facilitate writing, analysis and input into tables, in this study the researchers shortened "Positive perception" to "PP" and "Negative perception" to "NP". The researcher used the tables to make it easier to analyze the answer. Based on the students’ answer to the interview’s question, it can be seen on the table:

Table 1. Student’s perception

Students	Question 1	Question 2
S01	NP	PP
S02	PP	PP
S03	NP	NP
S04	PP	PP
S05	PP	PP
S06	NP	PP
S07	PP	NP
S08	PP	PP
S09	PP	NP

Based on table above, it can be analysed from the answers of S01 until S09 as follows:

- From the first question above, six out of nine students held positive perceptions towards their teachers’ use of technological tools. The students felt the use of technological tools was fun and made the learning more effective during pandemic Covid-19. Educator are obligatory to give good preaching, settled environment in learning and use attractive learning media as well so the students could absorb and understanding the lesson and the learning objectives may be attained (Emda, 2018). Students’ interplay was part of the examples factor that help them in attaining knowledge outcomes. The application of technological tools in learning made the students to learn independently, train to manage their time as well provide them the opportunities to share or exchanging their opinions with mates and the material were richer and

more various. With the use of technological tools students can also done their assignment directly and sent it to their teacher. Although the use of technological tools did not always lead to positive perception, it was leads to negative perception as well. The three others gave negative perception, they are felt the use of technological tools used by teacher are complicated, difficult to understand, and easily got distracted by the outside of learning application. The use of technological tools made the student who lacked skill of the use of technology was confused then made them lose of motivation to learn, the material that was delivered were difficult to understand when it was delivered through technology, and reduced their focus on learning as well.

- The second question was asked to seek their perception about the use of technological tools in online learning whether it helpful or not to improve their understanding. Because the change of the way the teacher delivers the material was foreign thing that has never been experienced before. The material itself has an important role in the learning process. Six out of nine students said that they are find it helpful in understanding the material and the materials were more understandable. It was a quick and easier to freshen up their retention, and keep engaged to the material even after the lesson was over, because their can access the material at any time and anywhere without being limited by time and space. The application of e-learning system is one attempts that can be done to settle the problems and to access the learning material it was easier for students. The students can be flexible to learn because it was not hindered by time and place it can be anytime and anywhere, and students can access information anytime. When the students face the difficulties on learning, technological tools help to seek the learning from other sources. A few students also felt that by using technology help them increase their knowledge, as when new material was delivered, they were more likely to remember it through a technology. Therefore, they were motivated and it improve their abilities on learning the material that was delivered. Meanwhile three other students have

negative perception toward this question, they felt that it was easier to understand the material when it comes to face to face learning and not doing an online learning. Students said they were more liked to do the learning process directly by face to face, so they can ask the teachers directly as well, because the teacher tend to replied the questions late or slow response.

## CONCLUSSION

Based on the explanation of the questions and students' perception. The researchers drew conclusion from the study that has been conducted. In general, it can be concluded that the students showed and held a good response on the technological tools used by English teachers during the pandemic time, especially the XI grade students at SMK N 4 Pekalongan. In majority the respondents felt pleased with the use of technological tools as a medium for the learning proses due to pandemic and felt that it was helpful to increase their understanding of the material. Although there were some who still did not feel pleased with the use of technological tools as a medium that teachers' used on the learning process, and the outcomes but later it was hoped that further study will be able to find out and increasing information approximately about English learning especially e-learning online learning due to COVID 19 situation at higher school.

The study suggests that the technology has been a great support in the students' learning during the pandemic time. Beside that the study also suggests that the teachers advised not to complicate the learning process by giving assignment that is not related to the material, because it made the students more confused and not directed to the material being studied, and giving more explanation to the students about the material and create more interactive lessons and authentic. Positive or negative perception affected the students to do action related to their perception and for that the students have to improve their skills and abilities of using technological tools, make good use of it, and take it as drill in self-management. Finally, the writers hope this study may be beneficial as a fountain of mould for

applicable studies on e-learning or distance learning especially in English by integrating technological tools uses. Hopefully this study can also be used as a reference for the teachers to stimulate some ideas or thoughts in teaching English via online learning.

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