



# Teachers' and Students' Perceptions About The Role Of Technology In Learning English At SMAN 3 Bukittinggi

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## A B S T R A C T

The role of technology in learning English has become a matter of whether it plays important role or not. The problem in this research was that the perception between teachers and students about the role of technology in learning English varied. This research aims to determine how teachers' and students' perceptions about the role of technology in learning English at SMAN 3 Bukittinggi. The researcher wanted to examine whether the perception of teachers and students were positive or not. The type of research used by the researcher was descriptive quantitative, utilized a questionnaire as an instrument. The population in this research were English teachers and eleventh grade of students at SMAN 3 Bukittinggi. The sample of this research were 4 (four) English teachers and class XI IPA 2 with the total of 36 (thirty-six) students. The researcher used cluster random sampling to determine the sample of students in this research. The researcher distributed a questionnaire to each sample, then collected the data. After that, the researcher identified the answers from the respondents and analyzed the data, then drew conclusions in the form of levels (categories). The results of this research, the perception of teachers and students about the role of technology in learning English is 88,03%. Based on the percentage result of this research indicated that teachers and students had very positive perception about the role of technology in learning English. Thus, the result of this research indicated that teachers and students feel that technology plays important role in learning English.

## Abstrak

Peran teknologi dalam pembelajaran bahasa Inggris telah menjadi persoalan apakah memainkan peran penting atau tidak. Masalah dalam penelitian ini yaitu persepsi antara guru dan siswa tentang peran teknologi dalam pembelajaran bahasa Inggris yang bervariasi. Penelitian ini bertujuan untuk mengetahui bagaimana persepsi guru dan siswa tentang peran teknologi dalam pembelajaran bahasa Inggris di SMAN 3 Bukittinggi. Peneliti ingin meneliti apakah persepsi guru dan siswa positif atau tidak. Jenis penelitian yang digunakan peneliti adalah deskriptif kuantitatif, dengan menggunakan angket sebagai instrumen. Populasi pada penelitian ini adalah guru bahasa Inggris dan siswa kelas sebelas di SMAN 3 Bukittinggi. Sampel penelitian ini adalah 4 guru bahasa Inggris dan kelas XI IPA 2 dengan berjumlah 36 siswa. Peneliti menggunakan cluster random sampling untuk menentukan sampel siswa dalam penelitian ini. Peneliti menyebarkan angket kepada setiap sampel, lalu mengumpulkan datanya. Setelah itu, peneliti mengidentifikasi jawaban dari responden dan menganalisa data, lalu menarik kesimpulan dalam bentuk tingkatan level (kategori). Hasil dari penelitian ini, persepsi guru dan siswa tentang peran teknologi dalam pembelajaran bahasa Inggris adalah 88,03%. Berdasarkan hasil persentase dari penelitian ini menunjukkan bahwa guru dan siswa memiliki persepsi yang sangat positif tentang peran teknologi dalam pembelajaran bahasa Inggris. Dengan demikian, hasil dari penelitian ini menunjukkan bahwa guru dan siswa merasa teknologi memainkan peran penting dalam pembelajaran bahasa Inggris.

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## 1. Introduction

In the current era of globalization, technology developments are increasingly rapid. It is undeniable that technological developments have a great influence on aspects of life. This influence makes technology a basic need for everyone. Starting from the young, adults, and the elderly also use

technology to meet their needs. Technology can't be separated from human of life today. Therefore, technology becomes an important and useful tool for all humans.

Technology advances indirectly make people to follow its development. The development of technology encourages people to change their habit until it can be said that human cannot life without help of technology (Fatimah & Santiana, 2017). These developments propagate in all areas of human life. The increasingly modern technology innovates from then until now. For examples are television, cell phone, radio, computer, etc. The technology is changing very rapidly and technology has a variety of types in terms of form, function and quality. So, we can use it according to our respective needs.

The development of technology is inseparable from the development of science. This knowledge has a great influence on technology progress. It makes humans try to create technology that is better than before. Then, humans make technology innovations so that it can develop rapidly. Technology can provide many benefits to humans in carrying out their activities.

According to Bigelow in La Shun, technology was understood to consist of principles, processes, and nomenclature of the more conspicuous arts, particularly those which involve application of science, and which may be considered useful, by promoting the benefit of society, together the emolument of those who pursue them (L. Carroll, 2017). It means that technology consists of several aspects that involve science and are considered useful and have benefits.

Meanwhile, Volty stated that a system created by humans that uses knowledge and organization to produce objects and techniques for attainment of specific goals (Volti, 2008). Besides, according to Richard, technology as the means by which we apply our understanding of natural world to the solution of practical problems. It is combination of hardware and software (Pedersen & Hendricks, 2009). Based on some of these opinions, it is known that technology is designed by humans that can be used to meet their needs. Technology has a role in the humans life. These roles exist in various aspects of life, one of them is the role of technology in education. Educational technology is an attempt to develop tools to achieve or find solutions to problems. So technology is everything to solve problems in the world of education, especially as a solution to improve the quality of learning in the classroom (Harahap, 2022). This is intended so that the teaching and learning process is carried out as well as possible. So, teachers use technology in the learning process. For example, the use of computer or laptop, projector, speaker, learning applications, etc. These examples have their respective roles in the teaching and learning process. Thus, it can be said that technology has an important role in education, especially in the learning process.

One of the learnings that use technology is learning English. As we know that, English is a compulsory subject in all of schools. The lesson is learning a foreign language. Learning English has a material section in which there is the use of technology. For example, learning materials that provide native speaker conversations, stories, news in English, etc. The learning materials can be obtained from various sources, apart from books provided by the school and the materials from teacher explanations in the classroom, learning materials become more interesting and more authentic by the use of technology. Technology helps the teachers to create innovative teaching strategy by providing interesting activities helping the students improve their competence (Fatimah & Santiana, 2017). In addition, according to Shopova in Veni, when learners know and understand much about information and communication technology, they can be motivated to learn, solve school problems and tasks, and triumph in society (Roza, 2021). Therefore, teachers use technology to support the process of teaching and learning English.

At SMAN 3 Bukittinggi, English teachers used technology in the teaching and learning process. Based on the preliminary research by used interview, in this schools teachers used technology in conveying and explaining material in the class. Based on some of teachers, apart from to using books or teacher explanations in front of the class, learning materials can be supported by the use of technology. They used various types of technology in teaching in the classroom.

The technology used by the English teacher of SMAN 3 Bukittinggi in teaching is a learning facility that functions as a place for student learning English. In learning facility, facilities are provided in the form of several computers or laptops, speakers, headphones, projectors, and an internet network connected to the school's wifi. The learning facility is used by students to learn English with a time determined by the teacher appropriate to the material. In addition, teachers used several applications such as Google Meet, Google Classroom, and Quipper School. These application functions as an English learning account, then students can join it. To give students assignments and exams, teachers usually used question-making applications such as Google Form and Quizizz. For learning English that displays pictures, audio, and videos, the teacher can access the Youtube application that is suitable for the learning material. Then, the teacher also used the Microsoft Power Point program in certain learning materials. In addition, teachers also used social media networks such as WhatsApp as a tool to communicate with students and inform them about learning English in this application.

Through observations made at the school, the researcher found several problems related to the role of technology in learning English. Some teachers and students said that technology make it easier to find sources of the learning materials. Teacher said that with technology, teachers can got the subject matter to teach students. The source of material can be searched through cyberspace. Technology can be used as a learning medium for students. So that it can increase students' interest in learning. Therefore, the teacher said that technology was very support in the process of finding learning materials for students.

The second problem is the teacher found difficulty to monitor student activities or learning processes even though they already used technology especially in online learning. This is because the learning process that occurs in a technological medium in which teachers and students are connected in a learning platform such as google classroom. So that teachers felt communication with students on the platform is not as effective as face-to-face. Teachers will be more flexible in teaching with technology in a way that teachers can monitor how students learn directly and the material presented is clearer. Therefore, teachers felt that the use of technology in the learning process can be adapted to certain conditions.

The last problem is the limited funds (costs) for internet quota by students. The English online learning, such as teachers carry out the learning process using the internet through the Google Classroom application and giving assignments via the Whatsapp application, students need internet quota in order to carry out the learning process. However, not all students are capable enough to continuously to buy the internet quota. There are students who have limited funds (costs) to buy internet quota. Such as due to student economic factors or the price of internet quota which is adequate expensive. Therefore, limited funds (costs) for internet quota is one of the obstacle when using the internet in the learning process.

Based on explanation above, it is known that the teachers and students used technology in the process of learning English. To find out how the views or perceptions of teachers and students on the role of technology in learning English, the researcher wanted to conduct a study entitled "Teachers' and Students' Perceptions About The Role Of Technology In Learning English At SMAN 3 Bukittinggi".

## **2. Metodologi Penelitian**

### **2.1. Design of the Research**

In this research the researcher used quantitative research design, especially quantitative descriptive. According to Lehmann in Muri Yusuf, quantitative descriptive research is one type of research that aims to systematically, factually, and accurately describe the facts and characteristics of a particular population, or try to describe phenomena in detail (Yusuf, 2014). It means that, quantitative

descriptive research is one of the quantitative research used to describe accurately, factually and systematically in detail about a fact or phenomenon. In summary, the researcher conducts this research at the SMAN 3 Bukittinggi. Based on this research, the researcher wanted to know the teachers' and students' perception about the role of technology in learning English at SMAN 3 Bukittinggi.

## 2.2. Population and Sample

### 2.2.1. Population

Population is the total object of research. According to Sugiyono population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researcher to be studied and then drawn conclusions (Sugiyono, 2014). There are two types of population in this research, as follows:

#### 2.2.1.1. Teacher

In this research, the first of population is all of teachers who teach English at SMAN 3 Bukittinggi. The total population in SMAN 3 Bukittinggi are 4 English teachers. The first of population is described in the following table:

**Tabel 1.** Distribution of population all of the teachers at SMAN 3 Bukittinggi

No	Class	Teacher
1	X	1
2	XI	1
3	XII	2
Total		4

*Source* : SMAN 3 Bukittinggi

From this table, the first of population from this research was 4 teachers who teach English at SMAN 3 Bukittinggi.

#### 2.2.1.2. Student

In this research, the second population of research was all of the eleventh grade at SMAN 3 Bukittinggi. The second of population is described in the following table:

**Tabel 2.** Distribution of population all of the teachers at SMAN 3 Bukittinggi

No	Class	Student
1	XI IPA 1	40
2	XI IPA 2	36
3	XI IPA 3	40
4	XI IPA 4	40
5	XI IPA 5	39
6	XI IPS 1	35
7	XI IPS 2	34
8	XI Bahasa	36
Total		300

*Source* : English Teacher SMAN 3 Bukittinggi

From this table, the second of population from this research was 300 students. That is all of the eleventh grade at SMAN 3 Bukittinggi.

Based on the explanation above, the population in this research are 4 teachers and 300 students. So, the total of population in this research are 304 persons.

### 2.2.2. Sample

Sampling is the process of selecting part of a large number of the population. According to Sugiyono the sample is part of the number and characteristics possessed by the population (Sugiyono, 2014). There are two of sample in this research, as follow:

### 2.2.2.1. Teacher

In this study, the researcher chose the teacher as the first sample in this study. The researcher took the sample of English teachers who teach at SMAN 3 Bukittinggi. At SMAN 3 Bukittinggi, the number of English teachers were 4 persons. In this study, the researcher took the number of all teachers who teach English as a sample. Thus, the first sample in this study were all of English teachers who teach with a total of 4 persons at SMAN 3 Bukittinggi.

### 2.2.2.2. Student

In this study, researcher used the type of cluster random sampling. According to Sugiyono, cluster random sampling technique is used to determine the sample if the object to be studied or the data source is very broad, for example the population of a country, province or district. To determine which population will be used as data source, the sampling is based on a predetermined population area (Sugiyono, 2014). It means that, this technique was taken because of the large amount of data.

The reason's of researcher took cluster random sampling because the number of object research are 300 students. According to Arikunto, if the subject is less than 100, it is better to take all so that the research is a population study. Furthermore, if the number of subjects is large, it can be taken between 10-15%, or 20-25% or more (Arikunto, 2010). In this research, the researcher took 10 % because of the large population. The object is divided into eight classes. The researcher groups each as their original class name such as XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1, XI IPS 2, XI Bahasa into a piece of paper then, the researcher rolls the paper up and put them into a tube. Then, the researcher shook the tube, and took out a roll of paper. After that, XI IPA 2 will be object of the research from eleventh grade at SMAN 3 Bukittinggi. So, the sample of this research took all number of students of 36 persons on XI IPA 2 at the eleventh to know how students' perception about the role of technology in learning English. So, the total sample on student are 36 persons.

Based on the explanation above, sample in this research are 4 teachers and 36 students. So, the total of sample in this research are 40 persons.

## 2.3. Instrumentation

An instrument is a tool used for data collection. Creswell states that instrument is a tool used for measuring, observing, or documenting quantitative data (John W, 2012). This theory shows that the instrument is a tool that can be used by researcher to collect data in quantitative research. In this study, the researcher used a questionnaire as a research instrument.

In this study, the researcher conducted the instrument by using a questionnaire. Questionnaire is a data collection technique that is done by giving a set of questions or written statements for respondents to answer (Sugiyono, 2014). Through the questionnaire, the researcher can get quantitative data.

The researcher used a Likert scale as a scale to measure perception. Sugiyono argues that the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. Likert scale used in this research by choosing 5 (five) options, those are:

**Tabel 3.** Scoring of Likert scale

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Source : Sugiyono

The questionnaire gave to teachers and students consist of some statement, then teachers and students need to respond by giving a checklist. The respondents chose one answer of the statement



such as strongly agree, agree, neutral, disagree, and strongly disagree on this scale. To avoid misunderstanding and to make clearly for respondents, the researcher has considered creating the questionnaire in Indonesian language. That is expected the teachers and students as sample give more spontaneous, accurate answer, and easy the researcher in analyzing the data.

The questionnaire was created by considering the validity and realibility questionnaire. The main requirements of the questionnaire were validity and realibility, as follow:

### 2.3.1. Validity

According to Sugiyono, validity instrument means that measuring instrument used to measure get the data (measure) it is valid. Valid means that the instrument can be used to measure what it is supposed to measure. By using a valid instrument in data collection, it is hoped that the research results will be valid (Sugiyono, 2014). The reseacher have been done a validity, there are three lectures to validate the instrument.

In addition, the researcher tested the validity of questionnaire by distributing questionnaire to 4 English teachers and 30 students at eleventh grade at SMAN 3 Bukittinggi. After the teachers and students filled out the questionnaire, the validity of the questionnaire was tested using the SPSS program. The technique to measure the validity of the instrument is product moment correlation technique. The statistical technique used is Pearson Correlation with validity criteria if the value of  $r$  count  $> r$  table. The value of the  $r$  table in this research by the number of 4 English teacher with  $r$  table is 0,811. So the instrument said to be valid if  $r$  count  $> 0,811$ . Then, the value of the  $r$  table in this research by the number of students 30 people, with  $r$  table is 0,34. So the instrument said to be valid if  $r$  count  $> 0,34$ .

### 2.3.2. Realibility

According to Sugiyono, realibility result of research, if there are similarities in data at different times. Realibility instrument is an istrument when used several times to measure the same object, will produce the same data (Sugiyono, 2014). To test the realibility of questionnaire, the researcher used Cronbanch alpha technique. The instrument has a high level of realibility if the coefficient value is obtained  $> 0,60$ . To analyze the data, the researcher used the SPSS program. The results of the calculation of the realibility of all instruments are categorized based on the coefficient criteria table, as follow: (Afifah, 2019)

**Tabel 4.** Scoring of Likert scale

Interval of Reliability Coefficient	Qualification
0,00 - 1,199	Very Low
0,20 - 0,399	Low
0,40 - 0,599	Moderate
0,60 - 0,799	High
0,80 - 1,000	Very High

## 2.4. Technique of the Data Collection

The essential step in doing a research is collected the data. Creswell stated that there are different tools used for data collection may be a test, questionnaire, tally sheet, log, observational checklist, inventory, or assessment instrument (John W, 2012). In this research, the researcher used questionnaire as instruments which contribute to the teachers and students as the sample of the research of what the teachers' and students' perceptions about the role of technology in learning English at SMAN 3 Bukittinggi. This research applied several steps to collect the data, as follows:

- 1) The researcher distributed the questionnaire to the respondents
- 2) The researcher gave time for the respondents to answer and completed the questionnaire
- 3) The researcher collected the questionnaire.

## 2.5. Technique of the Data Analysis

One of the important points in the research is data analysis, the researcher used the descriptive quantitative analysis technique to know teachers' and students' perception about the role of technology in learning English. There were some process to analyzed the data, as below:

1. Collected the teachers' and students' questionnaire
2. Tabulated of the data from questionnaire
3. Calculated of the data percentage by using formula that is suggested by Norman Blaike, as follow (Blaikie, 2003):

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

Where: P = Percentage

F = Frequency of total score

N = Amount of respondent

4. Then found the mean of the data by using formula that is suggested by Norman Blaike, as follows (Blaikie, 2003):

$$Mx = \frac{\sum X}{N}$$

Where: Mx = Mean

$\sum x$  = Total of percentage

N = Number of cases

5. Made the conclusion

The researcher calculated all the data percentages got from each indicator to gain the conclusion for each indicator. To see the data percentage result of the data got can be seen below (Hasibuan et al., 2019):

**Tabel 5.** Table of Interpretation

The Range of Category	Interpretation
0% - 20%	Very Negative
21% - 40%	Negative
41% - 60%	Enough
61% - 80%	Positive
81% - 100%	Very Positive

## 3. Finding and Discussion

### 3.1. Findings

The researcher explained that what the researcher found during the research be analyzed and intepreted to answer the reseacrh question: "What are the teachers' and students' perceptions about the role of technology in learning English at SMAN 3 Bukittinggi?" This finding is intended to know how the teachers' and students' perceptions about the role of technology in learning English at SMAN 3 Bukittinggi.

The collected data of this research is based on the percentage of the teachers' and students' answer from the questionnaire. In this research, the questionnaire consist of 12 items. The questionnaire focused on the teachers' and students' perception about the role of technology in learning English. The data descriptions as follow:

### 3.1.1. Description of the Data

The data of this research was gotten based on questionnaire that distributed by the researcher to English teachers and students at eleventh grade of SMAN 3 Bukittinggi. The researcher gave questionnaire to 4 English teachers and XI IPA 2 that they were 36 students. After got the result, then the researcher analyzed it the data by formula.

Based on questionnaire, there were 12 items of the role of technology in learning English. The researcher divided into two aspects related to the perception of technology. There were perceived usefulness and perceived ease of use. They consist of 6 items based on perceived usefulness and 6 items based on perceived ease of use. It used to find out and describe how the role of technology in learning English. Each of them was served in the form of a percentage.

The total percentage of teachers' perception about the role of technology in learning English. The highest aspect that was chosen was perceived usefulness (95,83%) and the lowest chosen aspect was perceived ease of use (91,66%). The percentage was gotten by finding the average of each process chosen by the teachers.

The total percentage of students' perception about the role of technology in learning English. The highest aspect that was chosen was perceived ease of use (82,68%) and the lowest chosen aspect was perceived usefulness (81,94%). The percentage was gotten by finding the average of each process chosen by the students.

### 3.1.2. Analysis the data

The reseacher will describe how teachers' and students' perceptions about the role of technology in learning English. The items answered by the teachers and students to find the percentage and the mean of the data. The data were analyzed by using the formula and then served into a table and diagram. The items from questionnaire were 12 items. They consist of 6 items perceived usefulness and 6 items perceived ease of use. Each of the items had five options: strongly agree, agree, neutral, disagree, and strongly disagree. To answer the research question: what are the teachers' and students' perception about the role of technology in learning English at SMAN 3 Bukittinggi, the researcher analyzed the data through finding percentage and mean of the data.

#### 1) Teacher

##### a) Perceived Usefulness

The result of teachers' perception about the role of technology in learning English based on perceived usefulness was 95,83% with the interpretation "very positive" category.

##### b) Perceived Ease of Use

The result of teachers' perception about the role of technology in learning English based on perceived ease of use was 91,66 % with the interpretation "very positive" category.

#### 2) Student

##### a) Perceived Usefulness'

The result of students' perception about the role of technology in learning English based on perceived usefulness was 81,94 % with the interpretation "very positive" category.

##### b) Perceived Ease of Use

The result of students' perception about the role of technology in learning English based on perceived ease of use was 82,68 % with the interpretation "very positive" category.



### 3.2. Discussion

Based on the result of the research, teachers' and students' perceptions about the role of technology in learning English is very positive. The teachers and the students showed that positive perceptions of all variables on the role of technology in learning English.

Teachers and students agree that the role of technology in learning English provides benefits and convenience to the process of learning English. Technology can also help various activities of the learning and teaching process between students and teachers. This is also supported by the opinion Lida stated that the use of technology in the classroom becomes a necessity in learning foreign language because of the benefits that both teachers and students can obtain during the teaching and learning process (Solano et al., 2017). It showed that how technology plays an important and needed role in the learning process.

Technology in learning English can build students' interest in the learning process. This interest can come from the content provide by the teacher whose accordance with the context of the learning material. Thus, it can build students' interest and be motivated by the learning content provided by the teacher through the presence of technology. Mayora in Lida stated that the use of technology motivates students' interest in the content to be studied (Solano et al., 2017). Thus, the role of technology can be one of the factors to build student motivation in the learning.

Furthermore, technology can improve students' abilities and knowledge in the learning. Through the use of technology in the teaching and learning process, teachers can provide opportunities for students to dig deeper into the information and materials they need in the learning process. In addition, through technology such as the internet, students can access material more broadly. Even, teachers can also provide new knowledge through their teaching by using technology in the learning and teaching process. According to Asri and Santiana, technology helps the teachers to create innovative teaching strategies by providing interesting activities helping the students improve their competence (Fatimah & Santiana, 2017). Therefore, the role of technology can provide benefits to improve the competence or ability of students in the learning.

Technology in learning English provides opportunities and encourages students to grow independence in the learning. In this context, students can develop their activeness in the learning process. Students can explore knowledge widely and can obtain it through the existence of technology based on what they need it. Reza stated that technology encourages learners to learn individually and to acquire responsible behaviours. The independent use of technologies gives learners self-direction (Ahmadi, 2018). Then the role of technology can build students' independence and responsibility.

Furthermore, technology in learning English can facilitate and build collaborative and communication between students and teachers in the teaching and learning process. In the process of these activities with the use of technology, students with their friends and teachers can interact well with the help of technology through various activities. That's because technology can establish communication that can help people in it work together and connect with each other in the process of learning activities. According to Asri and Santiana, technology can create interesting and various activities for students until students can interact with their peers and teacher by the help of technology (Afifah, 2019). Then, technology provides benefits in the creation of collaborative and communication in the learning process.

Technology in learning English can provide comfort and reduce anxiety levels in the learning process. Utilization of technology used by teachers in the process of teaching and learning activities, can create a pleasant situation. Teachers can innovate in teaching strategies and they can make students interest in the learning. Lai and Kritsonis in Sayed stated that computers can provide learners with many fun games and communicative activities that reduce learners' stress and anxiety (Rafiquil & Milon, 2017). So, technology is one of the reasons it can be used in the learning process.

#### 4. Conclusion

Based on the finding and discussion, it can be concluded that: Teacher : Teachers' perception about the role of technology in learning English based on perceived usefulness has a very positive category. It can be seen based on the total percentage gotten in the previous chapter. This result showed that teachers had a very positive perception, so the role of technology provided positive benefits for teachers in learning English. Teachers' perception about the role of technology in learning English based on perceived ease of use has a very positive category. It can be seen based on the total percentage gotten in the previous chapter. This result showed that teachers had a very positive perception, so the role of technology provided positive convenience for teachers in learning English. Student : Students' perception about the role of technology in learning English based on perceived usefulness has a very positive category. It can be seen based on the total percentage gotten in the previous chapter. This result showed that students had a very positive perception, so the role of technology provided positive benefits for students in learning English. Students' perception about the role of technology in learning English based on perceived ease of use has a very positive category. It can be seen based on the total percentage gotten in the previous chapter. This result showed that students had a very positive perception, so the role of technology provided positive convenience for students in learning English. Based on the explanation above, the researcher found that the mean of teachers' and students' perceptions was 88,03%. It was gotten by sum the total percentage of each aspect then divided the sum of the aspect. Based on the category of interpretation, this percentage in the range of 81-100% (very positive). Therefore, the researcher concluded that teachers and students had very positive perception about the role of technology in learning English. Thus, the result of this research indicated that teachers and students feel that technology plays important role in learning English.

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