# Students' Perception of Digital Technology Supporting English Learning in Globalization Era

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*Abstract. Students use digital technology to facilitate their learning, particularly when learning English. This is driven by the COVID-19 pandemic, which necessitates online learning. Based on this background, the purpose of this study is to find out how students' perceptions of digital technology support English language learning in the era of globalization and what digital technology students use in learning English. This research method uses qualitative research with descriptive qualitative analysis techniques. The subjects of this study were 6th semester students at Bhinneka PGRI University with a total of 27 students. The data collection techniques used were open questionnaires and closed questionnaires. The results of the research that have been obtained by researchers are known that almost all students feel helped by the existence of digital technology around them in learning English. This is because digital technology is considered more effective and time efficient to be used anywhere and anytime. One digital tool that students use to learn English is social media. They believe that, in the age of globalization, social media can help them improve their English language proficiency. Students are also affected by globalization because English is the language of communication on a worldwide scale.*
*Keywords: Digital Technology, English Learning, Globalization Era, Perception.*

*Abstrak*. Dalam pembelajaran terutama pembelajaran bahasa inggris siswa menjadikan teknologi digital sebagai pilihan untuk memudahkan mereka dalam belajar bahasa inggris, hal tersebut dilatar belakangi dengan adanya pandemic covid-19 yang mengharuskan pembelajaran online. Berdasarkan latar belakang tersebut, tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi siswa terhadap teknologi digital dalam mendukung pembelajaran bahasa inggris di era globalisasi dan digital teknologi apa yang siswa gunakan dalam pembelajaran bahasa inggris. Metode penelitian ini menggunakan penelitian kualitatif dengan teknik analisis kualitatif deskriptif. Subjek dari penelitian ini adalah mahasiswa semester 6 di Universitas Bhinneka PGRI tahun ajaran 2023/2024 dengan jumlah 27 mahasiswa. Teknik pengumpulan data yang digunakan yaitu kuesioner terbuka dan kesioner tertutup.Hasil dari penelitian yang sudah didapat oleh peneliti diketahui bahwa hampir seluruh siswa merasa terbantu dengan adanya teknologi digital disekitar mereka dalam pembelajaran bahasa inggris. Hal tersebut dikarenakan teknologi digital dianggap lebih efektif dan efisien waktu untuk digunakan dimanapun dan kapanpun. Sosial media menjadi salah satu pilihan dari teknologi digital yang digunakan oleh siswa dalam belajar bahasa inggris, siswa beranggapan bahwa sosial media mampu membantu mereka dalam mengasah skill berbahasa inggris di era globalisasi. Siswa juga merasakan dampak globalisasi dimana bahasa inggris menjadi bahasa yang digunakan untuk berkomunikasi masyarakat secara global.
*Kata kunci*: Era Globalisasi, Pembelejaran Bahasa Inggris, Persepsi, Teknologi Digital

## 1. INTRODUCTION

The year 2020 was the beginning of the Covid-19 pandemic. A pandemic changed habits in some aspects of life such as economic, social, health and education. Pandemics have affected human life, educational systems, and global financial progress in some way throughout human history (Editors, 2020). Covid-19 pandemic brings everyone to limit activities that can expand the spread of the Virus; the government asks people to do a "lockdown" in every place so that people can only be at home. To stop the COVID-19

pandemic from spreading, the majority of nations have temporarily closed daycare center, nurseries, elementary and secondary schools, colleges, and universities (TUAC Secretariat Briefing, 2020). The education aspect is also greatly affected by this pandemic, for 2 years the government has implemented an "online school" where students are at home and carry out learning activities online via smartphones / laptops.

With the "online school" during the Covid-19 pandemic, every student must have a communication tool called a smartphone/laptop to support their activities in learning and teachers' activities in teaching. Low-end smartphones and portable workstations are presently reasonable by numerous individuals from low- and middle-income families opening their get to the advanced world (Bonfadelli, 2002). Put in another context, the use of digital apps and online learning resources for teaching and learning has become the new norm in education as a result of the global health crisis.

Many teachers and students who live in big cities are very familiar with the existence of digital technology that can be utilized in the learning process, but it also does not limit teachers and students in remote areas to be able to utilize the same things as teachers and students in big cities because the government has also socialized teachers and students to be aware of technological advances that occur, especially in the world of education. The development of digital technology is also accompanied by the rapid development of the era of globalization, where social media develops beyond our expectations as users of technology.

In this era of globalization, there are many changes in the mastery of English that occur not only for students but also for teachers. A very noticeable change in the use of English is using code-mixing/code switching in speaking or writing. This is often found in social media accounts which are currently being accessed by many young people. Access to digital technologies helps many young Indonesians learn more independently and fosters the growth of a global perspective. As time goes by and the times advance, the computerized industry will target the more youthful era to become their potential market. Moreover, it is well known that the use of digital tools has facilitated innovative teaching techniques

Previous research related to this research has been conducted by Marta Pinto and Carlinda Leite (2020), entitled Digital technology in support of students learning in higher education. The research is focused on the digital technology that used by student in higher education and conducted to identify digital technologies used by students in support of learning activity in higher education. From the result the use all the categories of digital

technologies reported more frequently to have a positive impact in students learning process and outcomes.

In this research, researchers conducted a more specific research, namely focusing the object of research into the English language learning process so that it is different from previous studies which are general. The purpose of this study is to find out what digital technology is used by students in English language learning and how the perceive the use of digital technology in supporting their English language learning.

## 2. METHODOLOGY

This research uses qualitative research. The object of this research is 6th semester students of Bhinneka PGRI University majoring in English Education in total of 27 students. The data collection methods use mixed questionnaires (open-ended questionnaire and close-ended questionnaire). The questionnaire contains 10 statements (close-ended questionnaire) and 5 statements stating students' reasons for their answers in the close-ended questionnaire section. The use of mixed questionnaires in this study has the aim of obtaining the data desired by the researcher. So that researchers can find out the importance of digital technology in the midst of students, especially in learning English. The data in this research were processed using likert scale

According to Bahrun, et al (2017), the Likert Scale is a tool used to gauge an individual's or a group's opinions, attitudes, or viewpoints regarding a social phenomenon or event. This research uses a Likert scale with a minimum score of 1 and a maximum score of 4, since the respondent's exact response whether it leans toward agreement or disagreement will be known. Therefore, it is anticipated that the respondent's responses will provide more pertinent results (Sugiyono 2017).

## 3. FINDINGS AND DISCUSSION

This research makes 6th semester students at Bhinneka University as research objects and takes 2 weeks to get the data as a whole. After the questionnaire (mixed questionnaire) was distributed, the researcher obtained the result of the questionnaire data as follows:

### Closed-ended questionnaire

In a close-ended questionnaire, students are expected to give an honest answer to the statements provided by the researcher based on their experience of using digital technology. It aims to find out how digital technology helps learning, especially English learning in the globalization era.

**Table 1. Result of Close-ended Questionnaire**

|          | Q1    | Q2    | Q3    | Q4    | Q5    | Q6    | Q7    | Q8    | Q9    | Q10   |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| SA (4)   | 42,3% | 23,1% | 34,6% | 42,3% | 26,9% | 24,0% | 30,8% | 11,5% | 11,5% | 7,7%  |
| VA (3)   | 30,8% | 30,8% | 23,1% | 15,4% | 34,6% | 20,0% | 26,9% | 30,8% | 26,9% | 11,5% |
| A (2)    | 26,9% | 46,2% | 38,5% | 42,3% | 38,5% | 48,0% | 42,3% | 50,0% | 53,8% | 42,3% |
| DS (1)   | 0,0%  | 0,0%  | 3,8%  | 0,0%  | 0,0%  | 8,0%  | 0,0%  | 7,7%  | 7,7%  | 38,5% |
| TOTAL    | 100%  | 100%  | 100%  | 100%  | 100%  | 100%  | 100%  | 100%  | 100%  | 100%  |

In the first statement, students are given the statement "Covid-19 pandemic brings significant changes of technology in the education sector". And the data that the researcher's got shows 42,3% students answer strongly agree, 30,8% students answer very agree, 26,9% students answer agree, and 0% student answer disagree. It means that all of the students agree if covid-19 pandemic brings significant changes especially education sector.

Second statement, students are given the statement "I feel happy with the existence of digital technology". And the data that the researcher's got shows 23,1% students answer strongly agree, 30,8% answer very agree, 46,2% answer agree and 0% answer disagree. From the data we know that all of the students agree if they feel happy with the existence of digital technology.

Third statement, students are given statement "I often used digital technology in learning English". And the data that the researcher's got shows 34,6% answer strongly agree, 23,1% answer very agree, 38,5% answer agree, and 3,8% answer disagree. From the data we know that almost of the students agree if they used digital technology in learning English.

Fourth statement, students are given statement "I am very helpful with the digital technology in learning English". And the data that the researcher's got shows 42,3% answer strongly agree, 15,4% answer very agree, 42,3 answer agree and 0% answer disagree. From the data we know that all of the students agree and they're very helpful with the digital technology in learning English.

Fifth statement, students are given statement "Digital technology is very efficient". And the data that the researcher's got shows 26,9% answer strongly agree, 34,6% answer very agree, 38,5% answer agree, and 0% answer disagree. From the data we know that all of the students agree and thought that digital technology is very efficient.

Sixth statement, students are given statement "I feel that Digital technology is effective compared to written learning support aspects (book, dictionaries, etc)". And the data that the researcher's got shows 24% answer strongly agree, 20% answer very agree, 48% answer agree, 8% answer disagree. From the data we know that almost of the student agree if digital technology more effective than book/dictionaries, but some students thought that perhaps book/dictionaries still effective to use in learning English.

Seventh statement, students are given statement "Globalization era encourages someone to learn English with the support of digital technology". From the data that the researcher's got shows 30,8% answer strongly agree, 26,9% answer very agree, 42,3% answer agree, and 0% answer disagree. From the data we know that all of the students agree if globalization era encourages someone to learn English.
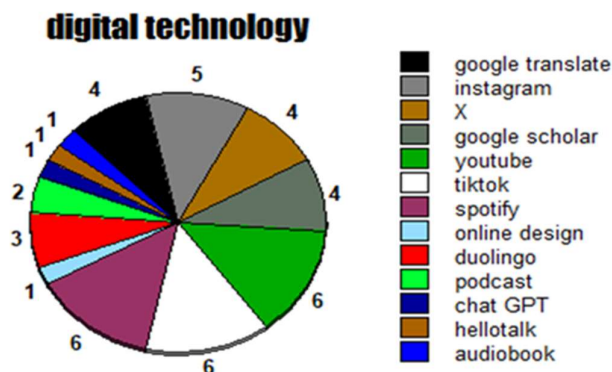
Eighth statement, students are given statement "I use more than 3 digital technologies in learning English". From the data that the researcher's got shows 11,5% answer strongly agree, 30,8% answer very agree, 50% answer agree, 7,7% answer disagree. From the data we know that all of the students agree that they used more than 3 digital technologies in learning English.

Ninth statement, students are given statement "I am satisfied with the digital technology that I use". From the data that the researcher's got shows 11,5% answer strongly agree, 26,9% answer very agree, 53,8% agree, and 7,7% answer disagree. From the data we know that almost of the students feel satisfied with the digital technology that they used.

Tenth statement, students are given statement "I completely switched to digital technology and started to abandon written learning support aspects (book, dictionaries, etc)". From the data that the researcher's got shows 7,7% answer strongly agree, 11,5% answer very agree, 42,3 answer agree, and 38,5% answer disagree. From the data almost 50% students agree and they're completely switched to digital technology and started to abandon written learning support aspects.

**Open-ended Questionnaire**

In open-ended questionnaire students must provide the rationale underlying their answer in the close-ended questionnaire. From the open-ended questionnaire obtained several applications used by students, so the researcher summarized them as follows:



Source: Questionnaire

These results were obtained from an open-ended questionnaire given by researcher, the following are the results of the description of the open ended questionnaire

Based on the first statement, students are given statement "The digital technology that I use....". From the statements, students mentioned the digital technology that they have used so far in help them learn English in the globalization era and technological advances. Most of them use social media to learning English such as Instagram, X, Youtube, Tiktok, etc. This is an example of a student's honest answer "Technically I use a media like YouTube, Spotify even Tiktok. And sometimes a game also helps me in learning - IW".

Second statement, students are given statement "I often use digital technology in learning English because....". From the statement students gave the reasons by saying digital technology offers an efficient and engaging way to learn English, making it easier to access information, understand English efficiently and find articles for homework. It provides a variety of resources, making it accessible and practical, enabling better communication, job opportunities and adaptability. This is an example of a student's honest answer "With good

English skills, you can access information, communicate globally, get better jobs, and adapt to rapid changes – KPA".

Third statement, students are given statement "Digital technology is very efficient because ...". From the statement students gave their reasons by saying that Digital technology tools offer convenience, speed, and efficiency in learning English anytime and anywhere, free, cheap and easy to carry. Digital technology simplify communication, facilitate research and automate tasks, with an internet connection, users can access resources, conduct research and connect with the people worldwide. This is an example of a student's honest answer "Easy to access and I can learn in everywhere I go – SFN"

Fourth statement, students are given statement "I feel that Digital technology is effective compared to written learning support aspects (book, dictionaries, etc), because....". From the statement students gave their reasons by saying that digital technology is considered more effective than traditional written support (book, dictionaries) due to its accessibility, convenience, and up to date information. It offers interactive, personalized and readily accessible language learning experiences. This is an example of the student's honest answer "It involves tech or gadget, so we got everything we need in our smartphone. Why bothered to get some conventional stuff that required us to carry and burden our back once we got everything in a smartphone? – AH"

Fifth statement, students are given statement "Globalization era encourages someone to learn English with the support of digital technology, because.....". From the statement students gave their reasons by saying that the globalization era encourages learning English through digital technology, as it offers faster, easier access to online resources, interactive learning platforms and fun learning methods. Digital technology allows for effective communication across borders and is essential for fluency in English communication English communication. As English is the lingua franca of international business, communication, and academic exchange, digital tools provide convenient access to resources, interactive learning platforms, and opportunities for practice and immersion. By staying updated with digital technology, individuals can stay ahead of the global language landscape. This is an example of student's honest answer "Globalization encourages people to learn English with digital technology because it's easy to access English learning resources online, we can learn at break time and practice with others around the world to improving and the most important one it is free – ACA"

According to the research findings, nearly all students use digital technology for learning, and they feel that the advancement of technology has made it easier for them to learn new things. This indicates that digital technology has a significant impact on the education sector. Globalization has an impact on everyone's language mastery in the global scope, so it forces everyone to learn language especially English. As we know English is the most spoken language in the world and is considered to be the international language. So that students also try to learn English in order to be able to deal with the impact of globalization. Based in the result obtained by researcher, students also agree that the learning English for now is very necessary considering that all information circulating in social media almost all use English and the operation of an application using English.

## 4. CONCLUSION

Based on the research that the researcher discussed about "students' perception of digital technology supporting English learning in Globalization Era at Universitas Bhinneka PGRI", digital technology has an important role in the learning process of students, especially learning English. Students are facilitated in accessing information related to English lessons, they feel helped and can dind how the learning model they like using digital technology. Many of them use social media and learning applications such as duolingo/audiobooks, so they can learn enjoyment and easy understanding.

Regarding student's perceptions of the use of digital technology, based on the result obtained by researcher, students feel helped by the existence of digital technology which is growing rapidly so that they use it a lot to learn English and practice English skills. And some of them have started to switch from books/dictionary to existing digital technology.

Regarding English language learning in globalization era, the researcher can conclude that students feel that globalization has a very significant impact on the mastery of English, because the development of globalization is currently increasingly worldwide and English is means communicating by all people around the world. So with the digital technology students are facilitated to learn English to face the development of globalization.

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