A State of Technology Use in English Language Learning at SMAN 1 Suliki

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Article History	Abstract
	The lack of the technology use is one of the crucial aspects that form two camps of students who have privilege and expertise in using technology and students who have less opportunity to use technology in English language learning environment. This study aimed to find out student students' perception on digital divide in English language learning at SMAN 1 Suliki. Furthermore, this research conducted by using descriptive method. There were 91 students of SMAN 1 Suliki that were chosen as the sample by using simple random sampling technique. Quantitative analyses were employed in this research using liker scale approach to measure the questionnaire and calculated the mean score. From the data analysis of the questionnaire, the writer found that the mean score of the students' perception on digital divide was in a good or positive perception category which means that most all of the students get the beneficial of the use of the technology in English language learning. In addition, almost all of the students agree that the use of the technology is beneficial in English language learning.

INTRODUCTION

The use of technology has always been an important part in learning and teaching English environment (Ahmadi, 2018, p. 116). It continues to grow in purpose to help teachers facilitate language learners in their learning process.

Besides, there are drawbacks for teacher and student who cannot gain the benefits of the technology which is also known as 'Digital Divide' (Rojas Rojas, 2019, p. 93). (Warschauer, 2007, p. 147) stated that, in these past years, the term digital divide has been widely used to express an uneven technological gap. Furthermore, digital divide has become a convenient term for people who feel the impacts and losses from the uneven use of technology (Gorman, 2001, p. 2). Digital divide is the inequality in media access and use, for people with low incomes, less educated, and rural residents (Hargittai, 2003, p. 823).

The lack of technology use affects all ages especially students in Senior High School who have the needs to gain knowledge or get better school grades (Giebel, 2013, p. 2). Moreover, it is recognized that digital divide in education is detrimental to students who are non-English speaker, illiterate, rural, or poor (Underwood, 2007, p. 214). Furthermore, digital divide causes the formation of students that there are some with no such of access or skills while others who have access or skill in the use of information and communication technologies (ICT) (Naidoo & Raju, 2012, p. 34). Also, (Giebel, 2013, p. 3) states the effects of the lack of technology use are; 1) The weakness of the development and growth. 2) Asymmetric and lost knowledge. 3) Lower ability to manage knowledge. 4) Lower ability to innovate. Based on the statements above, the researcher concludes that digital divide can affect Senior High School students in Indonesia. Also, digital divide is having a crucial aspect in English Language Learning.

There are several factors which being the cause of the lack of the technology use. The first factor is people on low incomes (Gorman, 2001, p. 3) (Cullen, 2003, p. 248) (Cruz-Jesus, Vicente, Bacao, & Oliveira, 2016, p. 72). The second factor is people with low literacy levels and educational qualifications (Bélanger & Carter, 2009, p. 132) (Elena-Bucea, Cruz-Jesus, Oliveira, & Coelho, 2021, p. 5). Also, the next factor is elderly people (Elena-Bucea et al., 2021, p. 5) (Johanson, 2010, p. 52). Lastly, people in rural areas are also being the factor of digital divide (Onitsuka, Hidayat, & Huang, 2018, p. 2) (Hamilton & Hunter, 2019, p. 4) (Rojas Rojas, 2019, p. 93).

Connected to the issue of the lack of the technology use, some studies have already discussed about it in several aspects. The first topic is about the impact of the digital divide in education in researches by Naidoo & Raju (2012), Underwood (2007), and Tien & Fu (2008). The second topic is about the innovations of the digital divide by Giebel (2013) and Hargittai (2003). The next topic is about teacher places in digital divide by Warschauer (2007), and Youssef (2022). Another topic is about college students' and teachers' perception toward digital divide by Neupane (2016). Reviewing these related studies, none of them concern with students' perception on digital divide in context of English Language Learning of Senior High School students. However, the objective of this study is to find out Senior High School students' perception of the digital divide in the field of English Language Learning

METHOD

This is descriptive quantitative research aimed to analyse the Students' Perception on Digital Divide in English Language Learning at SMAN 1 Suliki. The population of this study were all of the students in SMAN 1 Suliki. The questionnaire was used to collect the data with 25 statements and were analysed using Liker Scale. The results were calculated using Microsoft Excel and categorized based on the range of interval below:

Table 1 Interval Score

Mean Score	Category
1,00 – 1,7	Very bad / very negative
1,8 – 2,5	Bad / negative
2,6 – 3,2	Good / positive
3,3 – 4,00	Very good / very positive

Source: Dwipayana (2013)

RESULT AND DISCUSSION

Data Description

This study used questionnaire to gather the data with ubiquitous learning indicator and divided into two sub- indicators. They are learninig in space and time, and personal and interpersonal computing. Each statement was given 4 responses with options Strongly Agree, Agree, Disagree, Strongly Disagree. All of the items were arranged in negative statements with score 4, 3, 2, and 1. The explanation of each indicator is given below:

Table 2 Ubiquitous Learning Indicator

No	Sub Indicators	Average Score	Category
1	Learning in Space and Time	2,8	Positive
2	Personal and Interpersonal Computing	2,5	Negative
	Total	2,6	Positive

From table 2, it can be seen that the higher score between the two sub indicators was in learning in space and time sub-indicator, with the mean score was 2,8 in a good or positive perception. Then, the lower score was sub- indicator personal and interpersonal computing in a bad or negative perception, with the mean score was 2,5. The final score from the two sub-indicator of ubiquitous learning was 2,6 in other word, most of the students have a positive perception in ubiquitous learning indicator.

Table 3 Active Knowledge Making Indicator

No	Sub Indicators	Average Score	Category
1	Engaged Learner	2,9	Positive

Based on table 3, the mean score for sub indicator engaged learner was 2,9 which means the students have a good or positive perception toward the active knowledge making indicator.

Finding

The researcher drew the research finding on the table below:

Table 6 The Conclusion of Students' Perception on Digital Divide

No	Indicator	Average Score	Category
1.	Ubiquitous Learning	2,6	Positive
2.	Active Knowledge Making	2,9	Positive
	Total	2,7	Positive

Based on table 6, there were some findings that can be concluded. the highest score was active knowledge making indicator with the mean score was 2,9 in positive perception category. Then, followed by active knowledge making sub-indicator with the mean score 2,8 in positive perception category. After calculating all of the data, the total mean score was 2,7 means the students' perception in English language learning at SMAN 1 Suliki was in a good or positive perception category.

Discussion

The objective of this study was to find out students' perception on digital divide in English language learning at SMAN 1 Suliki. Based on the three indicators of the research; ubiquitous learning, active knowledge making, and multimodal meaning, the finding shows that the mean score was in a positive perception category.

The first indicator toward the ubiquitous learning, students have positive perceptions in learning English at anytime and anyplace. However, the researcher found some problems after interviewing the respondents. Some respondents said that the connection is not stable when they at their home. Align with the research by (Muskania & Zulela MS, 2021, p. 160), it was said that not all the areas in Indonesia has the unlimited access to the internet and electricity. Also, it happened because of some of the students live in rural areas. According to the previous research by (Onitsuka et al., 2018, p. 2) (Hamilton & Hunter, 2019, p. 4) (Rojas Rojas, 2019, p. 93), people who lives in rural area also be the reason of the digital divide.

The next indicator was about active knowledge making which also had a positive perception by the students. It is in line with the research by (Youssef et al., 2022, p. 19) that the use of technology in English language learning process is increasing students' motivation and increasing their participation to be more active. Moreover, almost all of the students agreed that they have experience in finding the English learning material by themselves.

In brief, majority of the students get the advantages on the use of the technology in learning English. This finding was relevant with the previous study that conducted by (Neupane, 2016, p. 79). In his research, almost all of the students agreed that they use the technology to learn English get the beneficial well. Students got the materials from the internet, smart phone, computer, and World Wide Web.

CONCLUSION

The total score was gotten form the data questionnaire were 2,7 in a positive perception. It can be concluded that students' perception on digital divide in English language learning at SMAN 1 Suliki are in the range types of good or positive perception category. Almost all of the students agree that the use of the technology is beneficial in English language learning.

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