

**TECHNOLOGY-INTEGRATED INSTRUCTION IN ELT  
AT SMP ISLAM AL-AZHAR 33 PALEMBANG**

**A THESIS**

**By**

**VAHRA DILLA AZ-ZAHRA**

**06012682226008**

*Magister Program of Language Education*



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS SRIWIJAYA**

**2024**

TECHNOLOGY-INTEGRATED INSTRUCTION IN ELT  
AT SMP ISLAM AL-AZHAR 33 PALEMBANG

A THESIS

by

VAHRA DILLA AZ-ZAHRA

06012682226008

*Magister Program of Language Education*

Approved by:

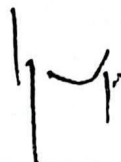
Advisor 1,



Prof. Sofendi, M.A., Ph.D.

NIP. 196009071987031002

Advisor 2,



Dr. Ismail Petrus, M.A

NIP. 196211151989031002

Certified by:

Dean,



Dr. Hartono, M.A.

NIP. 196710171993011001

Head of Magister Program of  
Language Education,



Sary Silvhiany, M.Pd., M.A., Ph.D.

NIP. 197708112002122003

**TECHNOLOGY-INTEGRATED INSTRUCTION IN ELT  
AT SMP ISLAM AL-AZHAR 33 PALEMBANG**

**A THESIS**

by

**VAHRA DILLA AZ-ZAHRA  
06012682226008**

*Magister Program in Language Education*

**Had examined and passed on:**

**Day : Wednesday**

**Date : June 26<sup>th</sup>, 2024**

**EXAMINATION COMMITTEE**

- |                       |          |                                   |
|-----------------------|----------|-----------------------------------|
| <b>1. Chairperson</b> | <b>:</b> | <b>Prof. Sofendi, M.A., Ph.D.</b> |
| <b>2. Secretary</b>   | <b>:</b> | <b>Dr. Ismail Petrus, M.A</b>     |
| <b>3. Member</b>      | <b>:</b> | <b>Eryansyah, M.A., Ph.D.</b>     |
| <b>4. Member</b>      | <b>:</b> | <b>Amrullah, M.Ed., Ph.D.</b>     |

**Palembang, 26<sup>th</sup> June 2024**

**Approved by**

**Head of Study Program,**



**Sary Silvhiany, M.Pd., M.A., Ph.D.  
NIP. 197708112002122003**

## DECLARATION

I, the undersigned:

Name : Vahra Dilla Az-Zahra  
Student's Number : 06012682226008  
Study Program : *Magister* Program in Language Education  
Academic Major : English Language Education

Certify that data thesis entitled "Technology-Integrated Instruction in ELT at SMP Islam Al-Azhar 33 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education Republic Indonesia Number 17, 2010 regarding plagiarism in higher education.

Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, June 26<sup>th</sup> 2024

The Undersigned.

  
Vahra Dilla Az-Zahra  
NIM 06012682226008

## **DEDICATION**

I dedicate this thesis to:

My beloved parents papa (Yanto) mama (Susi Lasmini Fitri, M.Pd), sister (Nazwa),  
brothers (Farez and Farel), and my big family.

Thank you for your sustainable prayer on me.

## ACKNOWLEDGEMENTS

In the name of Allah S.W.T., the most gracious and merciful. First of all the author would like to thanks to Allah, who has given strength, patience, and healthy to complete the composition of this thesis titled "Technology-Integrated Instruction in ELT at SMP Islam Al-Azhar 33 Palembang". This thesis is completed as part of the requirements for obtaining a Magister's degree in English Language Education within the Magister's Program of Language Education, Faculty of Teacher Training and Education, Sriwijaya University. The author would like to thank everyone who helped throughout the process of developing this thesis. Especially to her amazing advisors, Prof. Sofendi, M.A., Ph.D., and Dr. Ismail Petrus, M.A., for their advice, suggestions, patience, and support in directing and refining this thesis. The author also would like to convey her gratitude to all the lecturers within the Magister Program at the Faculty of Teacher Training and Education, Sriwijaya University, as well as the Head of the Language and Arts Department and the Dean of the Faculty of Teacher Training and Education, Sriwijaya University, for their valuable support and counsel. Furthermore, sincere thanks to the ninth grade students of SMP Islam Al-Azhar 33 Palembang for participating in my research, as well as Mr. Agus Wahyudi, M.Pd. who supported the author in recommending them. The author also expressed appreciation to her family, Mrs. Susi Lasmini Fitri, M.Pd as the author's mother who motivated her to continue her studies to the master's degree, the author's father and uncle who helped her financially and my friends in the English Language Education 2022 cohort. Finally, I expect that this thesis will be useful and beneficial to students, teachers, and the future researcher who interested in conducting this study.

Palembang,  
The Author

  
Vahra Dilla Az-Zahra  
NIM 06012682226008



## Technology-Integrated Instruction in ELT at SMP Islam Al-Azhar 33 Palembang

### ABSTRACT

This study aimed to find out how is the implementation of technology-integrated instruction in English language teaching (ELT), the challenges and the solutions. This study employed qualitative research methodology with a case study design. The interview, observation, and document review were used to get the answer of this research objective. The collected data were analyzed descriptively using an in-depth qualitative analysis. Data from observations and document were summarized for analysis. The researcher used thematic analysis to analyze the interview data. The results showed that the implementation of technology-integrated instruction in ELT provided a structured approach, starting with a clear vision aligned with educational goals and supported by the necessary infrastructure and training programs for teachers and students. It involved careful selection of digital tools and platforms, ongoing evaluation, and reflection to improve teaching practices and student learning outcomes. Based on the observation results, the technology-integrated instruction in this school is well-implemented, starting from the facilities provided, the digital devices, the media used, and the applications used to support the learning process. Furthermore, the results of the document review illustrated the integration of technology into school policies, lesson plans, assessments, and student assignments. Furthermore, there were several challenges faced by both teachers and students, such as distraction, over-reliance on technology caused a decrease in writing skills, quick access to technology gives students access to apps that are not allowed at certain times, including during exercises, quizzes, and exams. In addition, students struggled with the variety of tasks and understanding of the subject materials due to the use of various apps and lack of vocabulary acquisition, which led to confusion and lack of understanding of the materials. Despite the challenges, the solutions provided included implementing screen time protection, live monitoring via CCTV, and posting digital rules to reduce distractions and prohibit the use of certain apps. Teachers encouraged students to write by hand to maintain traditional skills. Students developed strategies such as setting alarms, utilizing the internet and apps, and collaborating with peers to overcome distractions and complete tasks.

**Keywords:** Challenges; English language teaching (ELT); Implementation; Solutions  
Technology-integrated instruction

A Student's Thesis of *Magister* in Language Education Study Program, Sriwijaya University 2024.  
Name : Vahra Dilla Az-Zahra  
Student's Number : 06012682226008

Approved by:

Advisor I



Prof. Sofendi, M.A., Ph.D.  
NIP. 196009071987031002

Advisor II,



Dr. Ismail Petrus, M.A  
NIP. 196211151989031002

Certified by:

Head of Magister Program in Language Education



Sary Silvhiany, M.Pd., M.A., Ph.D.  
NIP. 197708112002122003

## TABLE OF CONTENTS

APPROVAL PAGE .....	<b>Error! Bookmark not defined.</b>
DECLARATION .....	iii
MOTTO: .....	iii
DEDICATION .....	iv
ACKNOWLEDGEMENTS .....	v
ABSTRACT .....	vi
CHAPTER I .....	1
INTRODUCTION.....	1
1.1    Background of the Study .....	1
1.2    Research questions .....	6
1.3    Objectives of the study .....	6
1.4    Significance of the Study.....	6
CHAPTER II.....	8
LITERATURE REVIEW.....	8
2.1    Technology-Integrated Instruction (TII) .....	8
2.2    English Language Teaching (ELT) .....	10
2.3    Technology Integrated Instruction in English Language Teaching .....	12
2.4    Possible Challenges in Technology-Integrated Instruction.....	14
2.5    Possible Solutions to the Challenges in Technology-Integrated Instruction	16
2.6    Previous Related Studies .....	17
CHAPTER III.....	22
METHODOLOGY .....	22
3.1    Research Method.....	22



3.2	Research Site and Participants.....	23
3.3	Operational Definitions .....	24
3.4	Data Collection.....	25
3.4.1	Observation.....	25
3.4.2	Interview .....	26
3.4.3	Document Review.....	27
3.5	Data Analysis.....	28
3.5.1	Observation.....	28
3.5.2	Interview .....	28
3.5.3	Document review .....	29
3.6	Establishment of Trustworthiness .....	29
CHAPTER IV .....		32
FINDINGS AND DISCUSSION .....		32
1.1	Findings of the Study.....	32
1.1.1	Results of the observation.....	32
1.1.2	Results of Interview .....	46
1.1.3	Results of the Document Review.....	59
1.2	Discussion.....	62
1.2.1	Implementation of Technology-Integrated Instruction in ELT .....	63
1.2.2	Challenges in the implementation of Technology-Integrated Instruction in ELT	66
1.2.3	Solutions to the challenges in the implementation of Technology-Integrated Instruction in ELT .....	67
CHAPTER V.....		71

CONCLUSIONS AND SUGGESTIONS..... 71

    1.1 Conclusions ..... 71

    1.2 Suggestions..... 72

References ..... 74

APPENDIX..... 82

## LIST OF TABLES

Table 3.1 The participants of the study in observation .....	30
Table 3.2 The participants of the study in interview.....	30
Table 3.3 The Data Collection .....	31
Table 4.1 Theme and codes for teacher's and principal's interview.....	46
Table 4.2 Theme and codes for students' interview .....	47
Table 4.3 The summary of discussion.....	68

## LIST OF FIGURES

Figure 1. The use of iPad in the learning process .....	34
Figure 2. The students did the quizzes test .....	34
Figure 3. Google Classroom application.....	36
Figure 4. LMS for e-raport.....	37
Figure 5. LMS for summative and formative assessment.....	37
Figure 6. The students watched youtube about Narrative Text .....	38
Figure 7. Quizzes application.....	39
Figure 8. Students were using quizzes .....	39
Figure 9. Students' work in making comic strip assignments .....	40
Figure 10. Worldwall application .....	41
Figure 11. Teacher's e-book .....	42
Figure 12. Teacher's media for teaching .....	43
Figure 13. E-module designed by the teacher.....	43
Figure 14. E-book used for teaching .....	44
Figure 15. Class situation during the learning process .....	45
Figure 16. E-book and applications used by the teacher.....	54
Figure 17. Digital rules posted by the school.....	58
Figure 18. LMS for e-raport.....	60
Figure 19. LMS for summative and formative assessment.....	61
Figure 20. E-module designed by the teacher.....	61
Figure 21. E-book used .....	62

## LIST OF APPENDICES

Appendix A Research Instrument Observation.....	82
Appendix B Results of Observation.....	84
Appendix C Interview Sheet for Students.....	87
Appendix D Interview Results with Students .....	89
Appendix E Interview Sheet for Teachers .....	93
Appendix F Interview Results with Teacher.....	95
Appendix G Interview Sheet for Principal.....	100
Appendix H Interview Results with Principal .....	101
Appendix I Research Instrument Document Review .....	104
Appendix J Results of Document Review .....	106
Appendix K SK Pembimbing.....	108
Appendix L LoA Publication .....	110
Appendix M Thesis Consultation Card.....	111

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents (1) the background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

#### **1.1 Background of the Study**

Technology keeps evolving in all aspects of everyday life. Technology has been widely used in educational environments, guiding to improvement of language instruction and other areas of study. Currently, the world of education is entering the twenty-first century and technology is an excellent tool for facilitating the learning process in the age of digitization (Ahmadi, 2017). As technology develops, paradigm shifts in twenty-first century learning occur as a result of changes in current students' needs in a rapidly growing and digitalized world. Further, twenty-first century learning skills include the four main competencies known as the 4Cs, which include communication, collaboration, critical thinking, and creativity, and the use of technology in pedagogical practices should be considered. In addition, Mohamad et al. (2020) stated that Generation Z learners dominate the twenty-first century through information and communication technology (ICT) for learning purposes. Born in the digital age, these generations are proficient at using and participating in social media activities because they do not want to miss out on the most popular information (Ritaningrum, 2023). Therefore, to meet the demands, students nowadays must be equipped with a set of skills that allow them to think, work to solve problems, innovate, communicate, collaborate, and contribute throughout their lives. Moreover, since the outbreak of the COVID-19 pandemic at the end of 2019, teaching and learning activities began to be carried out online from home, and the use of technology in education has increased. In online learning, people use the internet and other important technologies to deliver educational materials, assignments, and assessments. As a result, during online teaching and learning, students and lecturers use a variety of

digital tools and resources to help them implement new approaches in the online classroom (Konig et al., 2020). In other words, technology is urgently needed to make online learning feasible. Digital tools were used to facilitate communication between students and lecturers during online learning.

When talking about technology in teaching and learning, the term 'integration' is used. The use of technology in the ELT classroom usually gives positive results (Kawinkoonlasate, 2019). Technology integration refers to how a lecturer uses technology to improve the process of learning and instruction in the classroom, it is one method for improving students' skills and learning (Putri & Mirizon, 2022). Some research has found that integrating technology into language teaching and learning has advantages and disadvantages (Rintaningrum, 2019). Using technology in language teaching and learning gives both students and teachers the opportunity to learn and experience new things (Merzifonluoğlu & Gonulal, 2018). In the same way, Huang et al. (2012) also states that integrating technology into learning encourages effective communication and allows students to develop their arguments with evidence, deliver their opinions, and improve their critical thinking skills. Because of its importance in language learning, pedagogical knowledge of technology integration in the language classroom is a competency that educators in the twenty-first century must have and must be heavily emphasized in teacher training programs and professional development (Nugroho & Mutiaraningrum, 2020). According to Ammade et al. (2018), technology integration in the classroom can help improve student activity and cognitive abilities by promoting a student-centered teaching and learning environment. In addition, Ghavifekr et al. (2016) discovered in their study that technology integration improves student motivation and increases student confidence. Furthermore, technology integration can increase student involvement in the classroom and improve technology skills.

Globalization has made learning a foreign language important in the twenty-first century. According to Pandaya and Joshi (2022), English is one of the most commonly 'learned' foreign language in the world. Effective ELT employs a variety of



instructional strategies to help students develop the four language skills of listening, speaking, reading, and writing. Hence, teachers work to create an engaging and supportive learning environment in which students can actively participate in meaningful communication and language practice. Additionally, the use of technology in the classroom has become an important part of the learning process. Some researchers have proven that technology could help the learning process. According to Kessler (2018), technology allows teachers to create and adapt classroom activities to improve the language learning process. The previous statement in accordance with Glasnet and Schrum (2009), effective integration of technology in the classroom helps students improve their attitudes toward teaching and learning, their level of achievement, and their understanding of curriculum content. Bull and Ma (2001) stated that technology provides unlimited resources for language learning and instruction. It helps both teachers and students in facilitating language learning. Similarly, Ahmadi (2018) stated that in order for students to succeed in language learning, teachers should encourage them to seek out appropriate activities using technology. Many authentic materials can be provided to learners using technology and motivating them to learn language (Ahmadi, 2018). Likewise, Larsen-Freeman and Anderson (2011) agreed that technology provides teaching resources and brings learning experiences into the learners' lives. Thus, technology plays an important role in encouraging learner activities and has a significant impact on teachers' teaching methods. Teachers will never be able to keep up with technology if they do not use it in their classrooms. As a result, teachers need to have a thorough understanding of these technologies when teaching language skills (Solanki & Shyamlee1, 2012). In line with the above researches, it can be concluded that integrating technology in language teaching can provide opportunities for students and influences on the teaching processes as well as influence the teaching processes and methods used by teachers and lecturers. In addition to the benefits of integrating technology into English learning, some challenges must be addressed. Some studies have examined the benefits and challenges of using technology in learning and instruction, but there has not been much focus on

the integration of technology in English learning. Therefore, this research focused on integrating technology in ELT at junior high school. The researcher explored how the implementation of technology integrated instruction in English language teaching.

In many EFL contexts, EFL teachers are frequently constrained by a variety of constraints, such as limited resources, an inflexible school curriculum, and institutional support (Nugroho & Mutiaraningrum, 2020). According to the previous study conducted by Putri and Mirizon (2022), there were two kinds of challenges in technology in teaching and learning activities, namely extrinsic and intrinsic challenges. Extrinsic challenges include access, time, support, resources, and training, whereas intrinsic challenges include attitude, trust, exercise, and resistance. Moreover, there are some strategies to overcome challenges in using technology in English language teaching such as providing training, valuing technology, providing a clear objective, changing mind sets, promoting lifelong learning as well as promoting a new culture of learning. Furthermore, the research conducted by Rintaningrum (2023) entitled “Technology integration in English language teaching and learning: Benefits and challenges”. The results of this research showed that some benefits of integrating technology in English language learning are learners can do some coding, practice online quizzes or tests, improve speed of answering questions, improve scores in English tests, learn another foreign language, do some collaborative learning, encourage independent learning, have opportunities to write, speak, listen, and read in English, do online learning, get online references, use of multiple computer application, obtain the latest information, translate, have opportunities to use multi-media presentation as well as demonstrate new method of teaching. Some challenges in technology integration are type of technology used, the rapid changes of technology development, the number of classes taught, class size, cost, time, age, lecturers’ workload, ability to use technology as well as availability the technology to use.

The next previous study was conducted by Musyafa (2022) entitled “Maximizing the Potential of iPad in Digital Learning in High School”. This research aimed to determine the maximum potential of iPad use in digital learning in Senior

High School (SMA). The results showed that the interest of 11th-grade MIPA students increased after using digital learning media in the form of iPads. Students felt the effectiveness of using digital learning media. This study found that the iPad can provide significant benefits in digital learning in high school if used appropriately. The last previous study was conducted by Singh (2019) entitled “Students’ perspectives on technology integration in ELT”. This study explored students’ perspectives on technology integration in English language teaching at public secondary schools in Nepal. The findings showed that learners of English as a foreign language (EFL) are aware of the benefits of teaching with technology, however, insufficient ICT infrastructure at school, as well as a lack of EFL teachers' professional skills and knowledge of integrating technology into their daily pedagogical practices, are the main obstacles for technology integration.

Based on the explanation above, the researcher is interested to conduct the study entitled "Technology-integrated instruction in ELT at SMP ISLAM AL-AZHAR 33 PALEMBANG". The researcher conducted this study because the previous related studies did not explain how the school implemented technology-integrated instruction. In addition, most of them only discussed the benefits and challenges of using technology in the classroom. Therefore, the researcher conducted this study, which addressed the implementation of technology-integrated instruction step by step in school and during the teaching and learning process in the classroom, the challenges faced, and the solutions to overcome these challenges. The researcher chose this school because it is one of Islamic private school equipped with good facilities and has integrated with technology for instance, the school has implemented iPad-based learning to support the learning process. This research would find out how the implementation of Technology-Integrated Instruction in ELT. The researcher also explained the challenges in the implementation of Technology-Integrated Instruction in ELT as well as the possible solutions to meet the challenges. It is important to conduct the study regarding technology integrated instruction in ELT because of its importance in language learning, pedagogical knowledge of technology integration in

language classroom is a competency that educators in the twenty-first century must have and implement it in English language teaching (Nugroho & Mutiaraningrum, 2020).

## **1.2 Research questions**

Based on the background described above, these are the following research questions of this study:

- 1) How is the implementation of Technology-Integrated Instruction in ELT at SMP Islam Al-Azhar 33 Palembang?
- 2) What are the challenges in the implementation of Technology-Integrated Instruction in ELT at SMP Islam Al-Azhar 33 Palembang?
- 3) What are the possible solutions to meet the challenges in the implementation of Technology-Integrated Instruction in ELT at SMP Islam Al-Azhar 33 Palembang?

## **1.3 Objectives of the study**

Based on the research questions, the objectives of this study are to find out:

- 1) the implementation of Technology-Integrated Instruction in ELT at SMP Islam Al-Azhar 33 Palembang,
- 2) the challenges in the implementation of Technology-Integrated Instruction in ELT at SMP Islam Al-Azhar 33 Palembang, and
- 3) the possible solutions to meet the challenges in the implementation of Technology Integrated Instruction at in ELT at SMP Islam Al-Azhar 33 Palembang.

## **1.4 Significance of the Study**

The results of the study are hoped to be used to facilitate teachers or lecturers to be able to implement English language teaching strategies supported by multimedia/ technology sophistication. Because with the help of technology, teachers can tailor lessons and materials to each student's specific needs and preferences. In addition, the results of this study are expected to help in making learning more engaging and

interactive for students. As technology can help students receive personalized instruction that is tailored to their specific needs and preferences. Students can also work at their own pace and receive feedback tailored to their learning style with online learning platforms and adaptive software. Moreover, the school are expected that by discovering technology-integrated instruction, schools will be able to provide better training and professional development opportunities for their teachers, allowing them to stay up to date with the latest technological tools and best practices. Furthermore, schools which effectively use technology can improve their image and reputation by demonstrating their commitment to providing a modern, high-quality education that prepares students for the future. Lastly, this study is expected to give valuable information and it can be a useful reference for the next researcher.

## References

- Afriyie, K. (1988). *A technology transfer methodology for developing joint production strategies in varying systems*. Cooperative strategies in international business, 81-95.
- Ahmadi, D. M. R. (2018). The use of technology in English language learning: A literature review. *International journal of research in English education*, 3(2), 115-125. <http://ijreeonline.com/article-1-120-en.html>
- Ahmadi, M. R. (2017). The impact of motivation on reading comprehension. *International Journal of Research in English Education*, 2(1), 1–7. <https://doi.org/10.18869/acadpub.ijree.2.1.1>
- Ahmani, A. M. (2019). The use of technology in English language teaching. *Frontiers in Education Technology*, 2(3), 168–180. <https://doi.org/10.22158/fet.v2n3p16>
- Alhojailan, M. I. (2012). Thematic analysis: a critical review of its process and evaluation. *West East Journal of Social Sciences*, 1(1), 39-47. <http://westeastinstitute.com/journals/wp-content/uploads/2013/02/4-Mohammed-Ibrahim-Alhojailan-Full-Paper-Thematic-Analysis-A-Critical-Review-Of-Its-Process-And-Evaluation.pdf>
- Almunawaroh, N. F. (2020). The Effectiveness of Using an E-book in ELT: worldwide cases. *TLEMC (Teaching and Learning English in Multicultural Contexts)*, 4(2), 68-74. <http://jurnal.unsil.ac.id/index.php/tlemc/index>
- Ammade, S., Mahmud, M., Jabu, B., & Tahmir, S. (2018). Integrating Technology in English Language Teaching: Global Experiences and Lessons for Indonesia. *International Journal of English Linguistics*, 8(6). <https://doi.org/10.5539/ijel.v8n6p107>
- Arifah, A. (2014). *Study on the use of technology in ELT classroom: Teachers' perspective*. [Doctoral Dissertation]. University Dhaka <http://hdl.handle.net/10361/3999>
- Arifin, S. A. (2020). The Implementation of Technology in Teaching English by the Teacher at SMP Unismuh Makassar. *Muhammadiyah University of Makassar*.
- Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9(2), 27–40. doi: 10.3316/qj0902027

- Bruner, J.S. (1996). *The culture of education*. Cambridge: Harvard University Press.  
Doi: 10.2307/1585957
- Bull, S., & Ma, Y. (2001) Raising learner awareness of language learning strategies in situations of limited resources. *Interactive Learning Environments*, 9(2), 171-200. doi: 10.1076/ilee.9.2.171.7439
- Butzin, S.M. (2001). Using instructional technology in transforming learning environments: An evaluation of project CHILD. *Journal Research on Computing in Education*. 33(4): 367-373. Doi: 10.1080/08886504.2001.10782321
- Cartwright, V., & Hammond, M. (2003). The integration and embedding of ICT into the school curriculum: more questions than answers. In *ITTE 2003 Annual Conference of the Association of Information Technology for Teacher Education, Trinity and All Saints College, Leeds*.
- Chantarasombat, C. & Rooyuenyong, C. (2020). The development of learning module of educational administration and educational institute for students in Master of Education degree in Thailand. *World Journal of Education*, 10(3), 19-32. <https://doi.org/10.5430/wje.v10n3p19>
- Ciampa, K., & Gallagher, T. L. (2013). Professional learning to support elementary teachers' use of the iPod Touch in the classroom. *Professional Development in Education*, 39(2), 201–221. <https://doi.org/10.1080/19415257.2012.749802>
- Cohen, L., & Manion, L. (2007). *Research methods in education (6<sup>th</sup> ed.)*. Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education (8<sup>th</sup> ed.)*. Routledge.
- Creswell, J. W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches*. London: Sage Publications Ltd
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into*, 39(3), 124-130. <https://www.jstor.org/stable/1477543>
- Creswell, J. W. (2013). *Qualitative inquiry & research design choosing among five approaches. (3<sup>rd</sup> ed.)*. Sage Publication.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approaches (4<sup>th</sup> ed.)*. Sage Publication.



- Creswell, J.W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4<sup>th</sup> ed.)*. NY: Pearson Education, Inc.
- Davies, R. S. (2011). Understanding technology literacy: A framework for evaluating educational technology integration. *Tech Trends*, 55, 45-52. <https://doi.org/10.1007/s11528-011-0527-3>
- Elvi, E. (2017). Developing task based approach teaching materials as alternative to face challenges and opportunities in multidimensional English language teaching in changing EFL context. *Proceedings of ISELT FBS Universitas Negeri Padang*, 5, 43-48. <https://ejournal.unp.ac.id/index.php/selt/article/view/7982>
- Erlita, S. (2022). *Hubungan screen-time dan ukuran gadget dengan computer vision syndrome pada mahasiswa fakultas kedokteran Universitas Pembangunan Nasional Veteran Jakarta*. [Doctoral Dissertation]. Universitas Pembangunan Nasional Veteran Jakarta.
- Ghavifekr, S., Kunjappan, T., Ramasamy, L., & Anthony, A. (2016). Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions. *Malaysian Online Journal of Educational Technology*, 4(2)
- Gilakjani, A. P. (2014). A detailed analysis over some important issues towards using computer technology into the EFL classrooms. *Universal Journal of Education real Research*, 2(2), 146–153. <https://doi.org/10.13189/ujer.2014.020206>
- Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods*. Sage Publications.
- Glassett, K., & Schrum, L. (2009). Teacher beliefs and student achievement in technology-rich classroom environments. *International Journal of Technology in Teaching & Learning*, 5(2), 138-153.
- Griffin, D. A. (2003). *Educators' technology level of use and methods for learning technology integration*. Computer Science.
- Gunuç, S., & Babacan, N. (2018). *Technology integration in English language teaching and learning*. Positioning English for Specific Purposes in an English Language Teaching Context, 5(2), 349-358. <http://espeap.junis.ni.ac.rs/index.php/espeap/article/viewFile/524/320>
- Haake, A. B. (2021). *The language teacher rebel: A guide to building a successful online teaching business*. John Murray Press.

Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational technology research and development*, 55, 223-252. <https://doi.org/10.1007/s11423-006-9022-5>

<https://support.apple.com/id-id/108806>

Huang, K. H., Hung, K.C., & Cheng, C. C. (2012). Enhancing interactivity in geography class: Fostering critical thinking skills through technology. *Probl. Educ. twenty-first century* . 50: 32-45

Inderawati, R., & Sofendi. (2018). Creating and innovating English language teaching by developing cultural model for literacy. Paper presented at the 1<sup>st</sup> Communication Forum of Teacher Training and Education Faculty Leaders International Conference on Education (ICE 2017). *Proceedings: Advances in Social Sciences, Education and Humanities Research*, 174. Atlantis Press.

Jati, A. G. "The Use of Smartphone Applications in English Language Teaching and Learning." *Jurnal Sositologi*, 17(1), 2018, pp. 144-153, doi:10.5614/sostek.itbj.2018.17.1.14.

Jayanthi, N. S., & Kumar, R. V. (2016). Use of ICT in English language teaching and learning. *Journal of English Language Teaching and Learning*, 3(2), 34-38.

Karsenti, T., & Fievez, A. (2013). The iPad in education: uses, benefits, and challenges—A survey of 6,057 students and 302 teachers in Quebec, Canada. *Montreal, QC: CRIFPE*, 56.

Kawinkoonlasate, P. (2019). Technology integration and English language instruction for education. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 3(2), 203-213.

Kessler, G. (2018). *Technology and the future of language teaching*. American Council on the Teaching of Foreign Languages.

Khusaini., Suyudi, A., Winarto, & Sugiyanto. (2017). Optimalisasi Penggunaan WhatsApp dalam Perkuliahan Penilaian Pendidikan Fisika. *JRKPF UAD*, 4(1), 1– 7.

Kirkwood, A., & Price, L. (2016). Technology-Enabled Learning Implementation Handbook. Commonwealth of Learning. <https://oasis.col.org/colserver/api/core/bitstreams/141fd9a1-d247-49a8-a1d1-6ec5f15841ba/content>

- Konig, J., Biela, D., J., J., & Glutsch, N. (2020). Adapting to online teaching during COVID19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>.
- Kumar, V., Kumar, U., & Persaud, A. (1999). Building technological capability through importing technology: the case of Indonesian manufacturing industry. *The Journal of Technology Transfer*, 24(1), 81-96.
- Lambert. S., Loisselle C. 2017. Combining individual interviews and focus group to enhance data richness. *J. adv. Nurs.* 62: 228-37.
- Li, V. (2017). Social media in English language teaching and learning. *International Journal of Learning and Teaching*, 3(2), 148-153. Doi: 10.18178/ijlt.3.2.148-153
- Larsen-Freeman, D., & Anderson, M. 2011. Techniques & principles in language teaching. Book. Vol. 53. 9. Oxford University Press. <https://doi.org/10.1017/CBO9781107415324.004>
- Lin, B. W. (2003). Technology transfer as technological learning: a source of competitive advantage for firms with limited R&D resources. *R&D Management*, 33(3), 327-341. <https://doi.org/10.1111/1467-9310.00301>
- Mannong, A. B. M. (2020). The Students' eyesight: The Effectiveness of Learning-Based Applications On Elt In Pandemic Era. *Eternal (English, Teaching, Learning, and Research Journal)*, 6(2), 394-407.
- Merzifonluoğlu, A., & Gonulal, T. (2018). Review of digital language learning and teaching: Research, Theory, and Practice. *Language Learning & Technology*, 22(2), 65–68. <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/8f4be89d-132b-4570-bcc3-ead2c3c97c61/content>
- Mohamad, M., Arif, F. K. M., & Noor, N. M. (2020). Online game-based formative assessment: Distant learners post graduate students' positive perceptions towards quizzes. *International Journal of Scientific & Technology Research*, 9, 1437–1444. <http://www.ijstr.org/final-print/apr2020/Online-Game-based-Formative-Assessment-Distant-Learners-Post-Graduate-Students-Positive-Perceptions-Towards-Quizizz.pdf>

- Musyafa, I. F., Budiman, M. S., Marlihayati, R. K., Nuraeni, R., & Septiani, M. (2022). Memaksimalkan Potensi Ipad dalam Pembelajaran Digital di Sekolah Menengah Atas. *Jurnal Metaedukasi: Jurnal Ilmiah Pendidikan*, 4(2), 83-92.
- Naidu, S. (2006). E-learning: A guidebook of principles, procedures and practices. *Commonwealth Educational Media Centre for Asia (CEMCA)*
- Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature, and Culture*, 5 (2), 304-321. Doi: <http://dx.doi.org/10.30659/e.5.2.304-321>
- Ogirima, O. A., Tolulope, J. J., & Temitope, S. J. (2021). Future Teachers' Perception towards the Use of YouTube for Teaching-Learning Activities in Nigerian Basic Schools. *Mimbar Sekolah Dasar*, 8(1), 81-95. <https://doi.org/10.53400/mimbarsd.v8i1.31378>
- Pandya, U., & Joshi, P. (2022). Integration of Technology in English Language Teaching. *In International Seminar Commemorating the 100th Anniversary of Tamansiswa 1*(1), 56-60.
- Passey, D., Rogers, C., Machell, J., & McHugh, G. (2004). The motivational effects of ICT on pupils. Research report. *London: Department for Education and Skills DfES*. [https://www.scirp.org/\(S\(czeh2tfqyw2orz553k1w0r45\)\)/reference/ReferencesPapers.aspx?ReferenceID=1637651](https://www.scirp.org/(S(czeh2tfqyw2orz553k1w0r45))/reference/ReferencesPapers.aspx?ReferenceID=1637651)
- Patel, C. (2013). Use of multimedia technology in teaching and learning communication skill: An analysis. *International Journal of Advancements in Research & Technology*, 2(7), 116-123.
- Pertiwi, A. P. (2020). Using the Quizzes as an Assessment of Students' English Learning. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 5(1), 37-44.
- Putri, R. T., & Mirizon, S. (2022). Barriers in Technology Integration: EFL Lecturers and Students' Experience in English Learning and Instruction amidst Covid-19 Pandemic Disruption. *Indonesian Journal of Educational Research and Review*, 5(2).
- Rahim, M. I., Salija, K., & Weda, S. (2016). The Implementation of Integrated Technology in Motivating Students of an Accelerated Program at Senior Secondary School Makassar, Indonesia. *ELT WORLDWIDE" Journal of English Language Teaching"*, 3(2), 122-243.

- Ramsay, M. L. (2014). Effectiveness of Technology-Integrated Instruction on High School Students' Mathematic Achievement Scores
- Reigeluth, C. M., & Joseph, R. (2002). Beyond Technology Integration: The Case for Technology Transformation *Educational Technology*, 42(4), 9–13. <http://www.jstor.org/stable/44428759>
- Rintaningrum, R. (2019). *What can we learn from ICT users in English language teaching and learning*. Ineltal, 187–193. <http://ineltal.um.ac.id/wp-content/uploads/2020/01/27-Ratna-Rintaningrum-What-Can-We-Learn-from-ICT-Users-in-English-Language-Teaching-and-Learning-Lecturers%E2%80%99-Views.pdf>
- Rintaningrum, R. (2023). Technology integration in English language teaching and learning: Benefits and challenges. *Cogent Education*, 10(1), 2164690.
- Ritchie, et al. 2014. *Qualitative Research Practice: A Guide for Social Science Students and Researchers Second Edition*.
- Santhosh, & Meenakshi, K. (2015). Teaching of English through technology: Some perspectives. *International Journal of Multidisciplinary Research*, 5(2). <https://www.indianjournals.com/ijor.aspx?target=ijor:zijmr&volume=5&issue=2&article=011>
- Sari, P. M. (2023). Utilizing iPad in TEYL: Some benefits and barriers. *Ittishal Educational Research Journal*, 4(2), 1-20.
- Shelly, G. B., Cashman, T. J., Gunter, R. E., & Gunter, G. A. (2005). Teachers discovering computers: Integrating technology and digital media in the classroom. *Course Technology Press*.
- Singh, R. (2019). Students' perspectives on technology integration in ELT. *Journal of NELTA*, 24(1-2), 95-106.
- Solanki, D., & Shyamlee1, M. P. (2012). Use of technology in English language teaching and learning: An analysis. 2012 *International Conference on Language, Medias and Culture IPEDR* 33. 150-156.
- Sugiyono, (2008). *Metode Penelitian Kuantitatif Kualitatif dan R&D*.
- Thohir, M., & Muslimah, K. C. (2020). Evaluation of Arabic Learning Outcomes using Google Form during School Quarantine due to Covid-19 Pandemic. *Evaluation*, 4(1), 12-22

Tod, A. (2006). Interviewing. In Gerrish K, Lacey A, eds. *The research process in nursing*. Oxford: Blackwell publishing.

Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. (1<sup>st</sup> ed.). John Wiley & Sons.