

# THE ROLE OF TECHNOLOGY IN ENGLISH CLASSROOMS: EXPLORING TEACHERS' AND STUDENTS' PERSPECTIVES

Aser Yodika<sup>1</sup>, Dian Shinta Sari<sup>2</sup>, Maliqul Hafis<sup>3</sup>, Nofry Cristina<sup>4</sup>, Nurul Hafizah<sup>5</sup>, Oktapia Maharani<sup>6</sup>, Oktavianus Kampoan<sup>7</sup>, Patricia Dela Natali<sup>8</sup>, Paulus Kindi<sup>9</sup>, Pito Pabayo Putra<sup>10</sup>, Ridho Firmansyah<sup>11</sup>, Sania Gusmiarni<sup>12</sup>, Abang Ismail

<sup>123456789101112</sup>English Education, Faculty of Language and Arts,  
IKIP PGRI Pontianak, IPG Batu Lintang Sarawak Malaysia

<sup>1</sup>[aseryodika03@gmail.com](mailto:aseryodika03@gmail.com)

## Abstrak

Penelitian ini bertujuan untuk mengeksplorasi peran teknologi dalam pembelajaran bahasa Inggris berdasarkan perspektif guru dan siswa di SMA Negeri 2 Selakau. Pendekatan penelitian yang digunakan adalah deskriptif kualitatif dengan teknik triangulasi data melalui observasi kelas, wawancara semi-terstruktur, dan dokumentasi. Hasil penelitian menunjukkan bahwa guru menggunakan berbagai alat teknologi seperti PowerPoint, video pembelajaran, aplikasi interaktif (Kahoot, Quizizz), dan kamus digital untuk meningkatkan keterlibatan dan pemahaman siswa. Siswa menunjukkan minat dan motivasi yang lebih tinggi ketika belajar menggunakan teknologi, terutama melalui media audio-visual dan tugas berbasis video. Namun, beberapa tantangan juga ditemukan, seperti infrastruktur yang terbatas, literasi digital yang rendah, dan gangguan teknis selama pembelajaran. Perspektif guru dan siswa secara umum menunjukkan bahwa teknologi memiliki potensi yang besar dalam meningkatkan efektivitas pembelajaran bahasa Inggris, namun perlu didukung oleh pelatihan dan fasilitas yang memadai. Penelitian ini memberikan kontribusi kontekstual terhadap pemahaman tentang integrasi teknologi dalam pendidikan bahasa di daerah pedesaan di Indonesia. Kesimpulannya, integrasi teknologi dalam kelas bahasa Inggris, meskipun bermanfaat dan memotivasi guru dan siswa, membutuhkan dukungan, pelatihan, dan infrastruktur yang memadai untuk memastikan implementasi yang berkelanjutan dan efektif dalam konteks pendidikan di pedesaan.

**Kata Kunci:** teknologi, ruang kelas bahasa Inggris, perspektif guru dan siswa.

## Abstract

*This study aims to explore the role of technology in English language learning based on the perspectives of teachers and students at SMA Negeri 2 Selakau. The research approach used is descriptive qualitative with data triangulation techniques through classroom observation, semi-structured interviews, and documentation. The results showed that teachers used various technological tools such as PowerPoint, learning videos, interactive applications (Kahoot, Quizizz), and digital dictionaries to increase students' engagement and understanding. Students show higher interest and motivation when learning using technology, especially through audio-visual media and video-based assignments. However, some challenges were also found, such as limited infrastructure, low digital literacy, and technical glitches during learning. Teachers' and students' perspectives generally indicate that technology has great potential in improving the effectiveness of English language learning, but it needs to be supported by adequate training and facilities. This research makes a contextual contribution to the understanding of technology integration in language education in rural Indonesia. In conclusion, the integration of technology in English classrooms, while beneficial and motivating for both teachers and students, requires adequate support, training, and infrastructure to ensure its sustainable and effective implementation in rural educational contexts.*

**Keywords:** technology, English classroom, teacher and student's perspective.

## INTRODUCTION

In recent decades, the integration of technology in education has become one of the most influential trends in teaching and learning processes around the world. Particularly in the 21st century, digital tools and technological platforms have been increasingly utilized to enhance the effectiveness, accessibility, and engagement of classroom instruction. Technology not only transforms how information is delivered but also how students engage with content, collaborate with peers, and develop critical thinking skills. This transformation is especially significant in English language teaching (ELT), where the integration of multimedia, language learning applications, and online resources has enabled teachers to create dynamic and interactive learning environments. As Goksu et al. (2022) noted, students today respond more positively to technology-based instruction, which aligns with their familiarity with digital media in their daily lives.

In the field of English language education, the use of technology is widely seen as a powerful approach to support both teachers and students in achieving learning objectives. With tools such as PowerPoint, YouTube, Kahoot, Quizizz, and mobile dictionaries, teachers are able to deliver materials in more visual, engaging, and student-friendly ways. Meanwhile, students benefit from multimedia content that supports different learning styles, including visual, auditory, and kinesthetic modalities. The presence of technology in classrooms also facilitates learner autonomy, as students can access learning materials outside of classroom hours, review content at their own pace, and practice their language skills independently through mobile apps and online platforms. In line with this, Alqahtani (2019) emphasized that the creative integration of technology in ELT helps students to develop communication skills and improves their overall motivation to learn English.

The shift toward more technologically mediated instruction also impacts the roles of teachers. Educators are expected not only to master subject content and pedagogy but also to demonstrate competence in using digital tools and aligning them with learning objectives. According to Mishra & Koehler (2006), teachers need to develop Technological Pedagogical Content Knowledge (TPACK) in order to effectively combine their expertise in technology, pedagogy, and content delivery. In this context, the role of the teacher has evolved from being the sole source of information to becoming a facilitator, guide, and designer of digital learning experiences. As Sari et al. (2024) pointed out, the advancement of science and technology requires educators to continuously innovate and adapt their teaching strategies to remain effective and relevant in today's digital age.

However, the integration of technology in English classrooms is not without its challenges. Teachers often face constraints such as limited time for preparation, insufficient training on how to use digital tools effectively, and the need to adjust their teaching methods to fit new media. On the other hand, students may experience difficulties in using unfamiliar applications or staying focused

during technology-assisted lessons due to potential distractions. Technical problems, such as unstable internet connections or equipment failure, can also disrupt the flow of learning activities and reduce instructional time. Despite these challenges, studies consistently show that when used thoughtfully and purposefully, technology has the potential to enhance students' engagement, understanding, and learning outcomes (Hwang & Chen, 2017; Baker & Inventado, 2015).

In the Indonesian educational context, efforts to promote technology-based learning have been supported by various national programs and policies that aim to improve digital literacy and integrate ICT into classrooms. However, the level of implementation can vary significantly depending on the resources available, teacher readiness, and school leadership. In many Indonesian schools, particularly at the high school level, technology is increasingly being used not only as a means to deliver content but also as a way to assess students' learning, encourage collaboration, and develop 21st-century skills. English teachers, in particular, are encouraged to make use of a wide range of digital media to teach listening, speaking, reading, and writing skills more effectively.

At SMA Negeri 2 Selakau, technology has become an important part of the English teaching and learning process. Teachers in this school employ various digital tools such as PowerPoint, YouTube videos, Quizizz, Kahoot, and Google Forms to support the delivery of lesson materials. These tools are used to make lessons more engaging and to accommodate different learning styles among students. For instance, presentation slides help in explaining grammar and vocabulary, while video-based tasks allow students to practice listening and speaking skills in a more authentic and interactive manner. In addition, game-based learning platforms such as Quizizz and Kahoot are often used to conduct formative assessments and increase student participation during class activities.

Students at SMA Negeri 2 Selakau respond positively to the integration of technology in their English classes. Many of them express increased interest and motivation when learning involves multimedia content or interactive digital tasks. According to classroom observations and interviews, students enjoy activities that allow them to use their smartphones or school-provided devices to engage with learning materials. They also feel that technology helps them better understand complex topics and allows them to express their creativity, especially when assigned video projects or online presentations. Nonetheless, some students also report experiencing technical challenges, such as slow internet or unfamiliarity with certain applications, which may affect their ability to fully participate in the learning process.

Given these dynamics, it becomes essential to examine not only how technology is used by teachers in the classroom, but also how it is perceived by both teachers and students. Their perspectives provide valuable insights into what works, what challenges exist, and how technology

integration can be improved. Understanding these perspectives also helps identify gaps in digital literacy, training needs, and infrastructure development that are crucial for sustaining effective technology-based education. Furthermore, by exploring the actual classroom practices, this study contributes to the growing body of knowledge on educational technology in English language instruction, particularly in the context of senior high schools in Indonesia.

This research aims to explore the role of technology in English classrooms at SMA Negeri 2 Selakau by investigating three core aspects: (1) how English teachers utilize technology in the classroom; (2) how both teachers and students perceive its role in English language learning; and (3) what challenges are faced during its implementation. Through a descriptive qualitative approach, this study seeks to present a comprehensive picture of technology integration in English language teaching from multiple viewpoints. The findings are expected to provide theoretical contributions to ELT research and practical implications for improving the use of technology in classroom instruction, professional development for teachers, and digital engagement strategies for students.

## **METHOD**

This study employed a descriptive qualitative research design to explore the role of technology in English classrooms at SMA Negeri 2 Selakau. The qualitative approach was selected to gain an in-depth understanding of how technology is integrated into English language instruction from both teachers' and students' perspectives. According to Lambert and Lambert (2012), descriptive qualitative research is suitable for investigating real-life phenomena and generating comprehensive, straightforward descriptions of events as they naturally occur. This design enabled the researcher to analyze the experiences, attitudes, and challenges related to technology integration in a specific classroom setting without the use of complex theoretical frameworks.

The participants in this study consisted of one English teacher and five students from SMA Negeri 2 Selakau. The participants were selected using purposive sampling, a method that allows the researcher to choose individuals based on specific characteristics relevant to the study. In this case, the teacher chosen had experience using technology in English instruction, while the selected students were active participants in technology-assisted lessons. The purposive selection ensured that participants were familiar with digital tools used in the classroom and could provide meaningful insights into their application and impact.

Data collection was conducted through triangulation techniques, involving three primary methods: classroom observation, semi-structured interviews, and documentation. First, classroom observations were carried out to directly observe how technology was used during English lessons.

The researcher used an observation sheet to record the types of tools employed, the interactions between teachers and students, and the level of student engagement. Second, semi-structured interviews were conducted with the teacher and students to gather detailed information about their experiences, perceptions, and opinions regarding technology use in English learning. The interview questions were developed to explore their views on the effectiveness, benefits, and challenges of digital tools in the learning process. Third, documentation was used to support the findings by examining relevant documents such as lesson plans, teaching materials, and school policies that reflected the integration of technology into English instruction.

To analyze the data, this study applied thematic analysis, as proposed by Braun and Clarke (2006). Thematic analysis involves six key steps: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. All data from observations, interviews, and documents were transcribed and carefully examined. Codes were assigned to identify patterns in the data, and these patterns were then grouped into broader themes that reflected the participants' experiences and perspectives. This analytical method allowed the researcher to systematically interpret qualitative data and ensure the reliability and depth of the findings.

Through this methodological approach, the study aimed to provide a rich and accurate depiction of how technology is used in English classrooms, how it is perceived by teachers and students, and what factors influence its successful or limited implementation.

## **FINDINGS AND DISCUSSION**

The integration of technology in English classrooms at SMA Negeri 2 Selakau reflects a variety of practices, perceptions, and challenges experienced by both teachers and students. The findings were obtained through classroom observations, interviews, and document analysis, and are presented in three major themes: technology utilization, perspectives of teachers and students, and challenges in the implementation process.

The English teacher at SMA Negeri 2 Selakau incorporated several digital tools to support teaching and enhance classroom engagement. Based on the observations, tools such as PowerPoint, YouTube videos, Quizizz, Google Forms, and online dictionaries were frequently used during lessons. These tools served multiple functions: PowerPoint was used to present structured lesson content visually; videos were applied to support listening skills and to provide real-life language contexts; and platforms like Quizizz and Google Forms were employed for formative assessment and interactive learning.

During the observations, it was evident that the teacher prepared digital materials in advance and integrated them seamlessly into classroom instruction. Students were often encouraged to participate in technology-based activities, such as watching video content followed by discussion, or completing quizzes via mobile phones. The presence of these tools contributed to a more dynamic and interactive learning atmosphere, where students showed increased attention and involvement.

These practices align with previous research by España-Delgado (2023) and Rintaningrum (2023), who found that gamified platforms and multimedia resources enhance student engagement and motivation. Moreover, the teacher demonstrated moderate to high levels of digital competence, indicating an awareness of how to use various platforms effectively to support different learning objectives.

Both teachers and students generally held positive views toward the use of technology in English classrooms. The teacher expressed that using digital tools allowed her to present lessons more creatively and efficiently. She mentioned that technology helped address different learning styles and made complex topics easier to explain. The teacher also believed that students were more motivated and active when lessons involved visual or interactive elements.

Students, in turn, appreciated the use of technology, particularly video-based learning, online games, and multimedia presentations. Most students interviewed said that technology made English lessons more enjoyable and easier to understand. They felt more confident when engaging with digital tools and preferred them over traditional methods such as textbook reading or lectures. Several students also noted that using platforms like Quizizz and YouTube made them feel more involved in the lesson and helped them retain new vocabulary and grammar structures.

These perceptions are consistent with the findings of Goksu et al. (2022) and Sia & Liu (2024), who emphasized the positive impact of digital tools on student motivation and engagement. However, the study also revealed a gap in digital literacy among some students, particularly in navigating unfamiliar platforms or features, which affected their confidence and participation in certain activities.

Despite the benefits observed, the implementation of technology in English instruction at SMA Negeri 2 Selakau was not without obstacles. One of the most common challenges identified by the teacher was the lack of stable internet connection during class. This issue occasionally disrupted video streaming or delayed access to online platforms. The teacher also mentioned that preparing digital materials often required extra time and effort, particularly when planning for alternative offline activities in case of technical failure.

From the students' perspective, some reported that not all of them had access to personal smartphones or reliable mobile data, which limited their ability to participate fully in certain tasks. Moreover, although students expressed enthusiasm for digital learning, a few admitted that they were easily distracted when using devices during class, especially when accessing applications unrelated to learning.

These findings support the conclusions of Ertmer & Ottenbreit-Leftwich (2016), who emphasized that technological integration depends heavily on infrastructure, teacher training, and classroom management strategies. Without consistent access to devices, technical support, and clear usage guidelines, the benefits of educational technology may be diminished.

## CONCLUSION

Overall, the findings of this study indicate that technology plays a beneficial role in enhancing English language instruction when it is integrated thoughtfully and supported by adequate resources. Teachers' ability to align digital tools with instructional goals, coupled with students' willingness to engage with multimedia content, contributes to a more effective and enjoyable learning experience. However, for technology to be used optimally, schools must address infrastructure limitations and provide ongoing support and training for both teachers and students.

The study confirms that while technology enhances engagement and comprehension, its success relies on more than just access to tools—it requires intentional planning, digital literacy, and collaborative learning environments. These findings offer practical implications for improving teaching practices, such as encouraging blended learning approaches, diversifying digital tools, and designing strategies to bridge digital skill gaps among learners.

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