

THE ROLE OF TECHNOLOGY IN ENGLISH CLASSROOM: EXPLORING TEACHERS' AND STUDENTS' PERSPECTIVES AT SCHOOL OF PONTIANAK

Lidya Laura¹, Maliquil Hafis², Dian Shinta Sari³, Desi Sri Astuti⁴, Purwiyanti⁵

^{1,2,3,4}Universitas of PGRI Pontianak

⁵Elementary School of Pontianak

Lauralidya37@gmail.com, maliquilwiya@gmail.com, shintasaridian@yahoo.com, desisa28@gmail.com, purwiipo@gmail.com

Abstrak

Penelitian ini dilakukan dengan tujuan untuk menggali secara mendalam pembelajaran bahasa Inggris di sekolah Pontianak dari perspektif guru dan siswa. Pendekatan kualitatif deskriptif digunakan, memanfaatkan observasi, melalui penggunaan teknik pengumpulan data berupa observasi, wawancara semi-terstruktur, serta analisis dokumentasi. Instrumen penelitian meliputi lembar observasi untuk mencatat penggunaan teknologi di kelas, pedoman wawancara untuk mengeksplorasi persepsi dan pengalaman guru dan siswa, dan daftar periksa dokumentasi untuk mengumpulkan materi dan media pengajaran yang relevan. Partisipan terdiri dari satu guru bahasa Inggris dan lima siswa kelas delapan yang dipilih melalui purposive sampling. Data yang dikumpulkan dianalisis menggunakan analisis tematik Braun dan Clarke, yang melibatkan enam langkah: penelitian yang digunakan diarahkan untuk mendukung proses analisis data yang mencakup tahap-tahap seperti memahami data secara menyeluruh, menyusun kode-kode awal, mengidentifikasi tema, melakukan peninjauan terhadap tema yang ditemukan, memberi definisi dan penamaan pada setiap tema, hingga menyusun laporan akhir penelitian. Temuan penelitian mengungkapkan bahwa teknologi seperti Kahoot, proyektor, dan perangkat seluler secara efektif meningkatkan motivasi, keterlibatan, dan pemahaman siswa terhadap materi pembelajaran. Baik guru maupun siswa menyatakan sikap positif terhadap integrasi teknologi di kelas. Namun, beberapa tantangan diidentifikasi, termasuk infrastruktur sekolah yang terbatas, konektivitas internet yang tidak stabil, dan berbagai tingkat literasi digital di antara siswa. Studi ini merekomendasikan pelatihan guru yang berkelanjutan dan peningkatan fasilitas sekolah untuk mengoptimalkan pembelajaran berbasis teknologi.

Kata kunci: *Teknologi pembelajaran, persepsi guru dan siswa, integrasi teknolog*

Abstract

This study aims to explore the role of technology in English language learning at School of Pontianak from the perspectives of teachers and students. A descriptive qualitative approach was employed, utilizing observation, semi-structured interviews, and documentation as data collection techniques. The research instruments included an observation sheet to record the use of technology in the classroom, interview guidelines to explore the perceptions and experiences of teachers and students, and a documentation checklist to gather relevant teaching materials and media. The participants consisted of one English teacher and five eighth-grade students selected through purposive sampling. The data collected were analyzed using Braun and Clarke's thematic analysis, which involves six steps: familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. The findings revealed that technology such as Kahoot, projectors, and mobile devices effectively enhanced students' motivation, engagement, and understanding of the learning material. Both the teacher and students expressed positive attitudes toward technology integration in the classroom. However, several challenges were identified, including limited school infrastructure, unstable internet connectivity, and varying levels of digital literacy among students. This study recommends continuous teacher training and improvements in school facilities to optimize technology-based learning.

Keywords: *Learning technology, teacher and student perceptions, technology integration.*

INTRODUCTION

The rapid development of technology. Technology has brought substantial transformations to many areas of human life, particularly in education. It has evolved from being just an auxiliary aid to becoming an essential element of the teaching and learning process, improving its efficiency, quality, and accessibility. In this context, technology enables teachers to deliver materials more efficiently and allows students to access information beyond the boundaries of textbooks and classrooms, transforming how both parties interact within the learning environment. According to As defined by the Association for Educational Communications and Technology (AECT), educational technology involves the responsible application of technological methods and resources to support learning and enhance performance through their design, utilization, and management (Januszewski & Molenda, 2008). This highlights that technology involves not only tools but also systematic procedures to enhance educational

quality. Additionally, Sahrawi et al. (2018) emphasize that technology can improve English language proficiency when integrated in ways that align with students' interests, such as through educational games, interactive applications, and online resources. These tools increase students' involvement and motivation, leading to better comprehension and retention of learning materials. In the 21st century, students are categorized as digital natives—a generation that has grown up surrounded by digital technology. As Prensky (2010) notes, these learners expect an interactive, technology-rich educational experience. Tools like Kahoot, Quizizz, Google Classroom, and other applications enable collaborative and enjoyable learning environments that match their preferences. From a pedagogical standpoint, the TPACK framework by Mishra and Koehler (2006) explains that effective teaching requires a balance of content, pedagogy, and technology. Teachers need to integrate these components to design meaningful and engaging learning activities that leverage technological tools appropriately. Moore's (1993) Transactional Distance Theory also reminds educators of the psychological distance created in technology-mediated learning, which can be minimized through effective dialogue, flexible structures, and promoting learner autonomy. Connectivism, as proposed by Siemens (2005), argues that knowledge exists

within networks of people, technology, and information sources. This means that learning in modern environments requires linking students with various digital resources to foster meaningful learning experiences. Blended learning integrates traditional in-person instruction with online learning activities and digital modes, is another approach highlighted by Ghosh and Abdul Rahman (2023). Their study shows that this model enhances flexibility and learning effectiveness when properly balanced with direct teacher guidance. Furthermore, digital tools such as PowerPoint, Kahoot, and Quizizz have become standard in EFL classrooms, making learning more interactive and student-centered (Başar & Şahin, 2022). AI-based applications also offer realistic simulations for language practice, as Heick (2019) notes. Chatbots and virtual tutors allow students to engage in dialogues that mimic real-life conversations, broadening the scope of language learning beyond the classroom.

However, integrating technology presents challenges. According to Serajuddin (2023), unequal access to digital tools—the digital divide—limits the effectiveness of technology in some educational contexts. Nkomo, Daniel, and Butson (2021) emphasize that maintaining student engagement in digital environments requires platforms that are interactive and accessible. Teacher and student perspectives are central to technology adoption success. Ball et al. (2022) highlight that teachers' readiness, digital skills, and institutional support influence the successful integration of technology in classrooms. Similarly, Chapelle (2003) underscores that technology, when used appropriately, promotes authentic language use and enhances motivation. In light of these considerations, this study aims to explore the role of technology in English language learning at School of Pontianak by examining how technology is utilized in the classroom, understanding teachers' and students' perceptions of its integration, and identifying the challenges encountered during its implementation.

METHOD

This study employed a descriptive qualitative approach to explore the role of technology in the English classroom at School of Pontianak. A qualitative approach was selected since it enables researchers to understand the phenomenon holistically, by emphasizing the meaning, process, and perspective of the participants involved (Moleong, 2010). This study aims to study was to obtain in-

depth information about how teachers and students perceive and utilize technology in learning English, as well as the challenges they encounter during the process. A descriptive qualitative approach was employed in this study aimed at describing and interpreting the actual situation regarding the implementation of technology in the process of learning English. The descriptive approach of this study enables the researcher to present a complete and systematic description of the phenomena studied without manipulating variables.

The focus was on understanding the incorporation of technology into English instruction and learning as perceived by both teachers and students. The participants in this study included one English teacher and five eighth-grade students from School of Pontianak. The participants were selected through purposive sampling, as suggested by Creswell (2018), where the researcher intentionally selects participants who are expected to provide relevant and rich information consistent with the goals of this research. The English teacher involved in this study was the one who actively incorporated technology into teaching practices, and the students were chosen based on their involvement in technology-assisted learning activities

FINDINGS AND DISCUSSION

1. English Teachers' Utilize of Technology in the Classroom

Based on the Observing classroom activities and conducting an interview with the teacher, the English teacher at School of Pontianak utilized several forms of technology in her teaching process. The most frequently used technological tool was Kahoot, which functioned as an interactive platform for delivering quizzes to students. The teacher explained that Kahoot was deliberately used at the beginning of each new learning unit to attract students' attention and motivation, which supports the TPACK framework (Mishra & Koehler, 2006). In addition to Kahoot, PowerPoint via a projector was occasionally employed to present learning materials.

The teacher also mentioned that although she could operate technology independently, the actual use of digital media was sometimes hindered by the lack of supporting facilities. Nevertheless, she emphasized that technology made the lessons more colorful and adaptive to students' characteristics and preferences, as stated in AECT (2008) that technology integration involves not

only devices but also processes and resources to facilitate effective learning.

2. Teacher's and Students' Perspectives on the Role of Technology

The teacher as well as the students conveyed favorable views regarding the use of technology in the English learning environment. The teacher viewed technology as a tool that enhanced teaching efficiency and effectiveness by enabling her to present materials more flexibly and efficiently. She stated that technology helped reduce the time needed to explain concepts and allowed for the delivery of more attractive and engaging learning activities, consistent with Connectivism Theory (Siemens, 2005), which emphasizes the role of digital networks in facilitating learning.

The students also conveyed favorable opinions regarding technology. According to their responses during interviews, they found that the use of Google Translate, YouTube videos, ChatGPT, and mobile applications helped them understand vocabulary, practice pronunciation, and make lessons more interesting and easier to remember. They felt that lessons delivered through videos or digital applications were more memorable and easier to comprehend because they involved visual and auditory elements. Some students noted that technology made learning fun and different from conventional methods. However, they also mentioned that they still needed teacher guidance when using unfamiliar applications, which aligns with Moore's (1993) Transactional Distance Theory, emphasizing that teacher presence remains essential in technology-mediated learning environments to reduce potential gaps in understanding.

3. Challenges in Integrating Technology into English Classrooms

Despite the positive impact, both the teacher and students encountered several obstacles encountered in incorporating technology into classroom activities. One of main obstacles identified was unstable internet connectivity, which often disrupted online activities such as quizzes or video streaming. The teacher also highlighted that some students did not have smartphones or suitable devices, making it difficult for all students to engage equally in technology-supported learning.

In addition, the teacher noted differences in students' digital literacy levels, where some students required more guidance in operating educational

applications, which slowed down the teaching process. This is consistent with the findings of Ghavifekr and Rosdy (2015), who argue that the success of technology implementation largely relies on how well both teachers and students are prepared as well as the availability of supporting infrastructure. The issue of infrastructure limitations also mentioned as a factor that constrained the broader application of technology in delivering varied and interactive multimedia content. Furthermore, there was a digital divide among students due to unequal access to technology at home or in school, which is similar to what was discussed by Serajuddin (2023) about the impact of technological accessibility on learning equality.

CONCLUSION

This research was conducted to investigate the role of technology in teaching English at School of Pontianak, emphasizing the viewpoints of teachers and students. The results indicated that technology has been incorporated into the classroom through tools such as projectors, mobile phones, and applications like Kahoot. These tools were used to support the delivery of materials, facilitate communication, and conduct interactive activities. However, technology was applied selectively rather than in every session, mainly at the beginning of learning units to increase students' motivation. Both teachers and students expressed positive perceptions regarding the use of technology in learning English. Teachers viewed technology as an effective means to make learning more varied, efficient, and engaging. Students reported that technological applications such as Google Translate, YouTube, and online quizzes helped them understand vocabulary, pronunciation, and grammar, making lessons more enjoyable and easier to comprehend.

Despite these benefits, the study also identified several challenges in technology integration. These include limited school infrastructure, unstable internet connections, differences in students' digital literacy, and the lack of direct technical support. Teachers and students often relied on personal devices and internet quotas due to insufficient school resources. These findings indicate that the successful use of technology in education is influenced by the presence of sufficient infrastructure, continuous assistance, and the ability of teachers to effectively incorporate technology into their instructional methods. In conclusion,

while technology offers significant potential to enhance English language learning, its successful implementation requires addressing infrastructural and pedagogical challenges. Continuous professional development for teachers and improvements in school facilities are essential to optimize the benefits of technology in the classroom.

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