TEACHERS' STRATEGIES IN INTEGRATING TECHNOLOGY INTO ENGLISH LANGUAGE LEARNING AT SMPN 5 PALOPO

A Thesis

Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree in English Language Education Study Program of Education and Teacher Training Faculty of State Islamic University of Palopo

Compiled by:

DEWI KARTINI
18 0202 0016

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF PALOPO
2025

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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2025

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Palopo, 24 September 2025

Regards

Dewi Kartini

18 0202 0016

THESIS APPROVAL

This thesis entitled "Teachers' Strategies in Integrating Techology into English Language Learning at SMPN 5 Palopo," which is written by Dewi Kartini, Registration Number 1802020016, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic University of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Friday 29th August, 2025 and coincided with Rabi'ul awal 5th 1447 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

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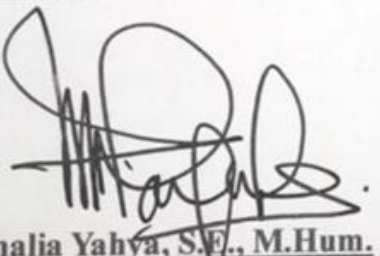

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Palopo, 16 September 2025

Researcher

Dewi Kartini
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TABLE OF CONTENTS

LIST OF CHART

LIST OF TABLES

ABSTRACT

Dewi Kartini, 2025. *"Teachers' Strategies in Integrating Technology into English Language Learning at SMPN 5 Palopo."* Undergraduate Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Palopo. Supervisors by Husnaini and Magfirah Thayyib.

This study aims to explore the strategies employed by an English teacher in integrating technology into the teaching and learning process at SMPN 5 Palopo. A descriptive qualitative approach was applied, with in-depth interviews as the primary method of data collection. The participant in this research was an English teacher with more than 12 years of teaching experience. The findings reveal five key strategies in technology integration: (1) setting clear learning objectives aligned with the use of technology; (2) selecting relevant digital tools based on learning goals and infrastructure availability; (3) designing interactive and contextual learning activities; (4) optimizing the use of available resources to ensure equitable access; and (5) fostering student engagement and motivation through the use of technology. These strategies are grounded in pedagogical goals and adapted to real classroom conditions, particularly in addressing challenges such as unequal access to digital devices. The study concludes that technology integration, when carefully and systematically implemented, can significantly enhance student participation, confidence, and learning experiences in English language education. It emphasizes that the effectiveness of technology use in education depends on careful planning, appropriate tool selection, and inclusive teaching practices.

Keywords: Digital Tools, English Language Learning, Student Engagement, Teaching Strategies, Technology Integration

ABSTRAK

Dewi Kartini, 2025. *"Strategi Guru dalam Mengintegrasikan Teknologi ke dalam Pembelajaran Bahasa Inggris di SMPN 5 Palopo."* Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Palopo. Dibimbing oleh Husnaini dan Magfirah Thayyib.

Penelitian ini bertujuan untuk mengeksplorasi strategi yang diterapkan oleh seorang guru bahasa Inggris dalam mengintegrasikan teknologi ke dalam proses pembelajaran di SMPN 5 Palopo. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik wawancara mendalam sebagai metode utama pengumpulan data. Partisipan dalam penelitian ini adalah seorang guru bahasa Inggris dengan pengalaman mengajar lebih dari 12 tahun. Hasil penelitian mengungkapkan lima strategi utama yang digunakan dalam integrasi teknologi, yaitu: (1) menetapkan tujuan pembelajaran yang jelas dan menyesuaikannya dengan penggunaan teknologi; (2) memilih perangkat digital yang relevan berdasarkan tujuan pembelajaran dan ketersediaan infrastruktur; (3) merancang aktivitas pembelajaran yang interaktif dan kontekstual; (4) mengoptimalkan pemanfaatan sumber daya yang tersedia guna menjamin pemerataan akses; dan (5) mendorong keterlibatan serta motivasi siswa melalui pemanfaatan teknologi. Strategi-strategi tersebut berlandaskan pada tujuan pedagogis dan disesuaikan dengan kondisi nyata di kelas, khususnya dalam menghadapi tantangan seperti ketimpangan akses terhadap perangkat digital. Temuan penelitian menunjukkan bahwa integrasi teknologi, apabila diimplementasikan secara cermat dan terencana, dapat secara signifikan meningkatkan partisipasi, kepercayaan diri, dan pengalaman belajar siswa dalam pembelajaran bahasa Inggris. Penelitian ini menekankan bahwa efektivitas penggunaan teknologi dalam pendidikan bergantung pada perencanaan yang matang, pemilihan perangkat yang tepat, serta praktik pengajaran yang inklusif.

Kata Kunci: Perangkat Digital, Pembelajaran Bahasa Inggris, Keterlibatan Siswa, Strategi Pengajaran, Integrasi Teknologi

الملخص

دوي كارتيني، ٢٠٢٥. "استراتيجيات المعلّم في دمج التكنولوجيا في تدريس اللغة الإنجليزية في المدرسة المتوسطة الحكومية الخامسة بالوبو"، رسالة جامعية، برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية والعلوم التعليمية، الجامعة الإسلامية الحكومية بالوبو. بإشراف: حسنايني وماقفيرة طيّب.

يهدف هذا البحث إلى استكشاف الاستراتيجيات التي يطبقها أحد معلمي اللغة الإنجليزية في دمج التكنولوجيا في عملية التعليم في المدرسة المتوسطة الحكومية الخامسة بالوبو. استخدم الباحث المنهج الوصفي الكيفي مع الاعتماد على المقابلات المتعمقة كأداة رئيسة لجمع البيانات. وكان المشارك في هذا البحث معلماً واحداً للغة الإنجليزية له خبرة تدريس تزيد على اثنتي عشرة (١٢) سنة. كشفت نتائج البحث عن خمس استراتيجيات رئيسة في دمج التكنولوجيا، وهي: (١) تحديد أهداف تعليمية واضحة وربطها باستخدام التكنولوجيا؛ (٢) اختيار الأدوات الرقمية المناسبة وفقاً للأهداف التعليمية والبنية التحتية المتوفرة؛ (٣) تصميم أنشطة تعليمية تفاعلية وسياقية؛ (٤) تحسين استغلال الموارد المتاحة لضمان تكافؤ فرص الوصول؛ و(٥) تشجيع مشاركة الطلاب وتحفيزهم من خلال استخدام التكنولوجيا. وقد بُنيت هذه الاستراتيجيات على أهداف تربوية، وتمت مواءمتها مع الواقع الفعلي في الصف الدراسي، ولا سيما في مواجهة تحديات مثل التفاوت في الوصول إلى الأجهزة الرقمية. وتُظهر نتائج البحث أن دمج التكنولوجيا، إذا نُفّذ بدقة وتخطيط، يمكن أن يسهم بشكل ملحوظ في زيادة المشاركة والثقة بالنفس وتجربة التعلم لدى الطلاب في تعلم اللغة الإنجليزية. ويؤكد هذا البحث أن فاعلية استخدام التكنولوجيا في التعليم تعتمد على التخطيط الجيد، والاختيار المناسب للأدوات، وممارسات تدريسية شاملة.

الكلمات المفتاحية: الأجهزة الرقمية، تعلم اللغة الإنجليزية، مشاركة الطلاب، استراتيجيات التدريس، دمج التكنولوجيا

CHAPTER I

INTRODUCTION

A. Background

The rapid advancement of technology has significantly transformed the landscape of education, particularly in language learning. The integration of technology into English language instruction has become an essential practice to enhance students' engagement, motivation, and overall proficiency. Various digital tools, such as multimedia resources, educational applications, and online platforms, provide teachers with innovative ways to deliver lessons more effectively.[1] However, despite the growing availability of technological resources, their effective integration into classroom instruction remains a challenge that requires strategic implementation.

In the context of English language learning, technology offers numerous advantages. It facilitates access to authentic materials, encourages interactive learning, and provides opportunities for students to practice language skills beyond the traditional classroom setting.[2] Moreover, digital tools such as language learning applications, online discussion forums, and video conferencing platforms allow students to engage with native speakers and practice real-life communication.[3]

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[1] Ratna Rintaningrum, "Technology Integration in English Language Teaching and Learning: Benefits and Challenges," *Cogent Education* 10, no. 1 (2023): 1–21, https://doi.org/10.1080/2331186X.2022.2164690.

[2] Husnaini Husnaini, "Development of Self Esteem-Oriented Micro Teaching Materials for IAIN Palopo English Education Students," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 538–60, https://doi.org/10.24256/ideas.v10i1.2408.

[3] Nurhidayah Sari, "The Role of Technology in Facilitating EFL Learning: A Case Study Approach," *Journal of Education Research* 5, no. 3 (2024): 4159–67, https://doi.org/10.37985/jer.v5i3.1601.

Despite these benefits, the success of technology integration in language learning largely depends on teachers' ability to utilize these tools effectively and adapt them to students' learning needs.

At the junior high school level in Indonesia, including at SMPN 5 Palopo, students face various challenges in learning English. Many students have limited exposure to English outside the classroom, making it difficult to develop listening, speaking, reading, and writing skills effectively.[4] Additionally, traditional teaching methods, which focus on rote memorization and grammar translation, may not fully engage students in meaningful language learning experiences.[5] To address these challenges, teachers need to adopt innovative approaches that leverage technology to create a more dynamic and interactive learning environment.[6]

Despite the increasing recognition of technology's role in education, its implementation in English language learning is not without obstacles. One of the primary challenges is the availability of technological infrastructure. Schools in different regions may have varying levels of access to digital devices, internet connectivity, and multimedia resources, which can influence how effectively teachers can integrate technology into their instruction. Moreover, teachers' digital literacy levels also play a crucial role in determining how well they can utilize technological tools in the classroom. Some educators may lack the necessary

[4] SMP Negeri 5 Palopo, *Pre-Observation*, 1 February 2025.

[5] Nishi Sharma, Pranava Manjari N, and Himanshu Joshi, "Traditional Vs Modern English Language Teaching Methods: Study Based on a Survey," *MIER Journal of Educational Studies Trends and Practices* 14, no. 1 (2024): 21–36, https://doi.org/10.52634/mier/2024/v14/i1/2465.

[6] Berdiyeva Sitora Utkerovna, "Exploring Innovative Approaches to Teaching," *International Scientific Journal* 3, no. 1 (2024): 923–27, https://doi.org/10.5281/zenodo.10573111.

training and confidence to incorporate technology into their lessons, leading to underutilization of available resources.[7]

As technology continues to evolve, its role in language education will only become more prominent. Therefore, it is essential to explore the various ways in which teachers can harness technological tools to support student learning while overcoming potential barriers. By addressing these challenges and leveraging the opportunities that technology presents, educators can foster a more inclusive and effective English language learning environment.

B. Research Question

Based on the background above, the research question is, "How do teachers employ strategies to integrate technology into English language learning at SMPN 5 Palopo?"

C. Research Objective

The research objective is to explore the strategies used by teachers at SMPN 5 Palopo in integrating technology into English language learning.

D. Research Significances

The significance of this research consists of the following:

1. Theoretical Significance

This research contributes to the growing body of research on technology integration in English language learning by providing insights into teachers' strategies for utilizing digital tools in instruction. It enhances the theoretical

[7] Timothy Bariu Ntorukiri, Joseph Muriungi Kirugua, and Francis Kirimi, "Policy and Infrastructure Challenges Influencing ICT Implementation in Universities: A Literature Review," *Discover Education* 1, no. 1 (2022): 1–12, https://doi.org/10.1007/s44217-022-00019-6.

understanding of how technology can be effectively implemented to support language acquisition, particularly in the context of junior high school education. Additionally, the findings of this study may enrich existing educational theories related to technology-enhanced learning, teacher pedagogy, and digital literacy in language education. By exploring real-world applications of technology in English teaching, this study offers valuable perspectives that can inform future theoretical frameworks on technology integration in language learning.

2. Practical Significance

a. For the students

This research indirectly benefits students by identifying effective technology-based instructional strategies that can enhance their engagement and motivation in learning English.

b. For the teacher

The research provides practical insights for teachers on how to integrate technology effectively into their English language teaching.

c. For the next researcher

This research serves as a valuable reference for future studies focusing on technology-enhanced English language learning. It provides empirical data on teachers' strategies, which can be used for comparative studies or further exploration of specific aspects of technology integration.

E. Operational Definition

1. Technology Integration

In this research, technology integration refers to the process of incorporating digital tools, resources, and platforms into English language teaching to enhance learning experiences. This includes, but is not limited to, the use of multimedia presentations, language learning applications, online platforms, and interactive software in classroom instruction.

2. Teachers' Strategies

Teachers' strategies refer to the specific methods, techniques, and approaches used by teachers at SMPN 5 Palopo to implement technology in English language instruction. These strategies may involve lesson planning, selecting appropriate technological tools, designing interactive activities, and addressing challenges related to technology use.

3. English Language Learning

English language learning in this study refers to the process by which students at SMPN 5 Palopo acquire and develop their skills in English, including speaking, listening, reading, and writing. It encompasses both in-class activities and supplementary digital learning experiences facilitated through technology.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

There are some researches relevant to this research, those are:

Iqbal, Niazi, and Hafeez conducted research on the significant impact of technological advancements on how people obtain information, learn, and connect globally. The objectives of this review article were to explore how technology integration fosters language learning and to examine the latest developments in the field.[8] The method of this research is literature review. The research indicates that the introduction of technology into classrooms has significantly improved the teaching and learning of English language skills. Incorporating technology into the classroom allows teachers to be more creative and effective teachers, as well as encouraging students to participate in-class activities.

Thu Ha Bui conducted research to enhance understanding of the practices surrounding the integration of digital technologies among English teachers, as well as the factors influencing this process. A total of 20 empirical studies, sourced from peer-reviewed journals, were selected based on specific inclusion criteria and were carefully synthesized and evaluated.[9] The main findings from these studies were divided into two parts, addressing the two research questions. First, in terms of

[8] Saima Iqbal, Safia Niazi, and Muhammad Hafeez, "Developments on Technology Integration in Language Teaching and Learning," *Global Educational Studies Review* VI, no. III (2021): 21–28, https://doi.org/10.31703/gesr.2021(vi-iii).03.

[9] Thu Ha Bui, "English Teachers' Integration of Digital Technologies in the Classroom," *International Journal of Educational Research Open* 3, no. August (2022): 1–15, https://doi.org/10.1016/j.ijedro.2022.100204.

implementation, digital technologies were primarily used for teacher-centered purposes. Teachers also utilized digital technologies to address various content-specific areas and to meet the needs of both themselves and their students. Second, several factors influencing the adoption of digital technologies were identified, including teachers' pedagogical beliefs, their competence and confidence in integrating digital technologies, the availability of resources, professional development opportunities, and the socio-cultural context. Based on the recurring findings, recommendations are offered for research, practice, and policymaking.

Liang conducted a case study to explore university teachers' perceptions of and practices with technology, as well as the challenges associated with its implementation. To gain a detailed understanding of these issues from the teachers' perspective, an online survey was first distributed to all 60 English teachers at a focal university, with 35 valid responses returned. Following the survey, nine participants were selected for in-depth follow-up interviews.[10] The findings indicate that teachers primarily used technology for teacher-centered purposes rather than for promoting active student engagement, despite having positive perceptions of technology integration. They also expressed critical viewpoints on the use of technology in English teaching. Furthermore, teachers identified more external barriers to technology integration, such as insufficient technical and pedagogical training and the "Great Firewall," than internal challenges, like students' lack of interest in technology. This study contributes to understanding university teachers'

[10] Weijun Liang, "University Teachers' Technology Integration in Teaching English as a Foreign Language: Evidence from a Case Study in Mainland China," *SN Social Sciences* 1, no. 8 (2021): 1–29, https://doi.org/10.1007/s43545-021-00223-5.

adoption of technology and offers important implications for promoting teaching innovation and effectiveness in higher education.

Nur Adilah Makmur conducted a study on students' perceptions of learning English during the pandemic at SMAS Veteran RI Palopo. This research employed a qualitative descriptive method, with data collection carried out over one month through questionnaires and interviews.[11] The findings indicate that students held varying negative perceptions of online learning in the pandemic era. Many students viewed the online learning system as problematic, particularly in the teaching and learning process. Their negative perceptions were influenced by challenges such as slow internet connectivity, which hindered their ability to engage effectively in online learning. As a result, students found online learning less beneficial and experienced a decline in motivation and interest in learning.

Basruddin conducted a study on the effectiveness of the pattern practice method in enhancing students' speaking skills at MAN Palopo. This research employed a pre-experimental design, in which students were assessed through both a pre-test and a post-test. The study targeted eleventh-grade students at MAN Palopo, with the sample selected using a purposive sampling technique. Specifically, the XI MIP A 1 class was chosen, consisting of 15 students.[12] The findings indicated that the pattern practice method was effective in improving students' speaking skills.

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[11] Nur Adilah Makmur, "Students Perception of English Online Learning in Pandemic Era at SMAS Veteran RI Palopo" (Institut Agama Islam Negeri (IAIN) Palopo, 2023).

[12] Basruddin, "The Application of Pattern Practice Method to Improve Students' Speaking Skill at MAN Palopo" (Institut Agama Islam Negeri Palopo, 2023).

Faoziatur Rohmi and Sri Wahyuni conducted a study aimed at analyzing the strategies employed by English teachers in teaching writing through the use of discovery learning. This research utilized a qualitative approach with a case study design. The subject of the study was an English teacher at MTsN. Data were collected through three instruments: observation, interviews, and documentation.[13] The findings of the study revealed that the teacher implemented five key components of discovery learning: (a) stimulation, (b) problem statement, (c) data collection, (d) verification, and (e) generalization. The benefits of using discovery learning include: (1) encouraging students to actively participate in the learning process, (2) fostering creative thinking, and (3) increasing students' motivation by allowing them to discover knowledge independently.

Francisco Antonio Nieto-Escámez and María Dolores Roldán-Tapia reviewed the use of gamification-based teaching during the COVID-19 lockdown by analyzing 11 studies from databases such as Scopus, PsycINFO, ERIC, and Semantic Scholar. These studies, covering fields like Chemistry, Business, and Medicine, examined how gamification impacted student learning and motivation.[14] Overall, students found gamification innovative, engaging, and enjoyable. It also helped some stay socially connected during isolation. However, a few students, affected by the stress of confinement, were less engaged. Limitations of the studies include small, homogenous samples and reliance on subjective perceptions. While

[13] Faoziatur Rohmi and Sri Wahyuni, "English Teacher's Strategy in Teaching Writing Using Discovery Learning," *Jurnal Pendidikan Bahasa Inggris Undiksha* 11, no. 2 (2024): 122–28, https://doi.org/10.23887/jpbi.v11i2.50812.

[14] Francisco Antonio Nieto-Escamez and María Dolores Roldán-Tapia, "Gamification as Online Teaching Strategy During COVID-19: A Mini-Review," *Frontiers in Psychology* 12, no. May (2021): 1–9, https://doi.org/10.3389/fpsyg.2021.648552.

no study showed significantly better learning outcomes than traditional methods, gamification remains a promising complement to conventional teaching in post-COVID education.

Based on previous studies, the researcher identifies a similarity in that both the prior research and the present study focus on technology integration in schools. However, several key differences exist between them. First, while previous studies employed a literature review and mixed-method approaches, this study adopts a qualitative research method. Additionally, previous research was conducted in university and senior high school settings, whereas this study focuses on a junior high school. Moreover, prior studies examined technology use during the pandemic era, whereas this research explores its implementation in the post-pandemic context. Lastly, previous research focused specifically on technology applications, whereas this study examines various forms of technology in education.

B. Some Pertinent Ideas

1. Technology Integration

a. Definition of Technology Integration

Technology integration in education refers to the process of incorporating various technological tools and resources into the teaching and learning process to enhance both instructional practices and student learning outcomes. It involves the strategic and purposeful use of digital devices, applications, internet resources, and other technological innovations within educational settings to support, enrich, and transform traditional teaching and learning methods. Rather than simply using

technology for its own sake, effective technology integration aims to improve the learning experience by making it more engaging, interactive, and accessible.[15]

At its core, technology integration is not just about adding digital tools to the classroom. It is about creating an environment where technology seamlessly enhances and aligns with the curriculum, teaching strategies, and the needs of students. It is a dynamic and ongoing process that encourages educators to adapt their teaching methods to leverage the potential of technology to support diverse learners, foster critical thinking, and prepare students for a technology-driven world.[16]

The purpose of technology integration is multifaceted. It aims to foster creativity, collaboration, and critical thinking among students while also helping teachers manage their classroom more effectively. In addition to enriching the learning experience, technology integration supports personalized learning by catering to individual student needs, learning styles, and interests. It also allows students to develop vital 21st-century skills such as digital literacy, communication, and problem-solving, which are essential for success in both academic and real-world contexts.[17]

Ultimately, technology integration in education should be viewed as a transformative tool that not only enhances the delivery of content but also helps in

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[15] Simone Torsani, *CALL Teacher Education: Language Teachers and Technology Integration* (Springer, 2016), https://www.google.com/books?hl=id&lr=&id=QDWmDAAAQBAJ.

[16] Jared Keengwe, *Handbook of Research on Educational Technology Integration and Active Learning* (IGI Global, 2015), https://www.google.com/books?hl=id&lr=&id=IC51CQAAQBAJ.

[17] Jane Hunter, *Technology Integration and High Possibility Classrooms: Building from TPACK* (Routledge, 2015), https://doi.org/10.4324/9781315769950.

reshaping the learning environment into one that is more dynamic, flexible, and capable of supporting diverse learning pathways. Successful integration requires a thoughtful and strategic approach, considering the pedagogical goals, the resources available, and the capacity of both students and educators to embrace and effectively utilize technology.[18]

b. Types of Technology Used

In the context of technology integration in education, a wide variety of technological tools and resources are utilized to support teaching and learning. These technologies can range from basic tools like projectors to more advanced systems such as artificial intelligence and virtual reality. Below is a detailed exploration of the various types of technology commonly used in educational settings:[19]

1) Hardware

Hardware includes physical devices like computers, laptops, tablets, and smartphones, which provide platforms for learning and enable students to access educational materials on the go. Interactive whiteboards, also known as smartboards, combine traditional teaching methods with digital tools, allowing teachers to display content and interact with students through a digital interface. Document cameras and projectors help display lessons or students' work to the entire class, and devices like virtual reality (VR) and augmented reality (AR) offer

[18] Sairine R. Balmes, "Technology Integration and Transformative Innovation in Education," *International Journal of Research Publications* 106, no. 1 (2022): 204–8, https://doi.org/10.47119/ijrp1001061820223743.

[19] Neil Selwyn, *Education and Technology: Key Issues and Debates* (Bloomsbury Publishing, 2021), https://www.google.com/books?hl=id&lr=&id=dMZKEAAAQBAJ.

immersive learning experiences that allow students to explore subjects in 3D environments or overlay digital information onto the physical world for interactive learning.

2) Software

Software plays a critical role in education by providing the tools necessary for creating, managing, and delivering educational content. Learning Management Systems (LMS) such as Google Classroom or Moodle enable teachers to organize lessons, assignments, and assessments in a centralized platform. Educational apps like Duolingo or Khan Academy cater to specific subjects, providing interactive lessons, quizzes, and activities that engage students in learning. Productivity tools like Google Docs or Microsoft Office facilitate document creation and collaboration, while simulation software such as GeoGebra or PhET Interactive Simulations helps students visualize and experiment with complex concepts in subjects like math and science. Assessment tools such as Kahoot or Quizlet allow for interactive quizzes and immediate feedback.

3) Digital Content

Digital content refers to multimedia resources such as e-books, videos, podcasts, and online courses that enhance the learning experience. E-books and digital textbooks offer interactive features like quizzes and multimedia elements, making learning more dynamic. Multimedia resources such as YouTube videos or podcasts provide content in varied formats, offering different ways to engage students. Online platforms like Coursera or edX offer full courses with expert instruction and certification, expanding access to higher education and specialized

knowledge. Interactive learning platforms such as BrainPOP or Quizizz combine games, quizzes, and lessons to make learning fun and engaging for students.[20]

4) Internet Resources

Internet resources are essential for research, collaboration, and accessing a vast range of educational materials. Search engines like Google allow students to find relevant information, articles, and research papers, while online databases and journals like JSTOR or Google Scholar provide access to peer-reviewed research and academic content. Collaborative platforms such as Google Drive and Microsoft OneDrive allow students and teachers to share, edit, and store documents in the cloud, facilitating teamwork and organization. Social media and educational forums like Twitter or Reddit offer platforms for discussions, resource sharing, and professional learning networks.

5) Assistive Technologies

Assistive technologies support students with disabilities, ensuring that learning is accessible and inclusive. Speech recognition software, like Dragon NaturallySpeaking, allows students with physical disabilities or learning difficulties to dictate text. Screen readers such as JAWS or NVDA convert text on a screen into spoken words, aiding students with visual impairments. Tools like closed captioning or subtitles support students who are deaf or hard of hearing, while text-to-speech software like Read&Write or Natural Reader helps students with reading difficulties by converting written content into audio.

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[20] Muhammad Iksan, Husnaini Husnaini, and Masruddin Masruddin, "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students," *Ethical Lingual* 9, no. 2 (2022): 872–79, https://doi.org/10.30605/25409190.479.

c. Models of Technology Integration

Technology integration in education is not just about using digital tools but about strategically embedding technology into teaching and learning to enhance educational outcomes. Several models have been developed to guide educators in implementing technology in meaningful ways. These models provide frameworks for educators to align their teaching strategies with technology to promote active learning, critical thinking, and deeper engagement with content. Below are several widely recognized models of technology integration:[21]

1) TPACK (Technological Pedagogical Content Knowledge) Model

The TPACK (Technological Pedagogical Content Knowledge) Model is one of the most commonly used frameworks in technology integration. It focuses on the intersection of three critical components: technology, pedagogy, and content knowledge. The model emphasizes that effective technology integration occurs when educators understand not only the content they teach but also the pedagogical methods used and how technology can enhance both areas. Teachers need to blend their knowledge of subject matter with the methods they use to deliver that content, and technology must be integrated in a way that supports both the content and teaching approach. TPACK encourages a balanced and thoughtful use of technology in education.

[21] Jared Keengwe, *Handbook of Research on Digital Content, Mobile Learning, and Technology Integration Models in Teacher Education* (IGI Global, 2017), https://www.google.com/books?hl=id&lr=&id=b4wtDwAAQBAJ.

2) SAMR Model (Substitution, Augmentation, Modification, and Redefinition)

The SAMR Model (Substitution, Augmentation, Modification, and Redefinition), developed by Dr. Ruben Puentedura, categorizes the levels of technology integration in education. At the Substitution level, technology serves as a direct replacement for traditional tools, without any functional change, such as using a word processor instead of pen and paper. Augmentation represents the next level, where technology still replaces traditional tools but adds functional improvements, like using a word processor with spell-check features. At the Modification level, technology allows for significant redesign of learning tasks, enabling students to collaborate in real-time on digital platforms. Finally, Redefinition represents a transformative level of technology use, where entirely new tasks are made possible by technology, such as collaborating with students globally through online tools. This model helps educators evaluate and enhance the depth of technology integration in their classrooms.

3) PICRAT Model

The PICRAT Model focuses on combining emotional and cognitive aspects of learning with technology. The acronym stands for Passion, Immersion, Creativity, Relevance, Active Learning, and Technology, each representing a key component of effective technology use in education. This model stresses the importance of igniting students' passion for learning by incorporating technology that is exciting and motivating. Immersion refers to creating deeply engaging learning experiences where students are fully involved in the subject matter. The model also emphasizes fostering creativity by encouraging students to use

technology in innovative ways, while ensuring that the technology used is relevant to their lives and experiences. Active learning involves students actively engaging with the content, and technology should facilitate this process. Lastly, the model suggests that technology should be used thoughtfully and meaningfully to enhance the learning process.

4) Four Cs Model

The Four Cs Model is based on the idea that technology should help develop four essential skills for 21st-century learners: Collaboration, Communication, Critical Thinking, and Creativity. This model stresses the importance of using technology to support collaboration among students, helping them work together on projects and share ideas. Technology also aids communication, allowing students to express their ideas through various digital platforms such as emails, blogs, or social media. Furthermore, the model emphasizes fostering critical thinking skills by allowing students to analyze, evaluate, and synthesize information through technology. Finally, it encourages creativity by providing students with the tools to create original content, such as videos, podcasts, or digital art.

5) TPCK (Technological Pedagogical Content Knowledge) Model

The TPCK (Technological Pedagogical Content Knowledge) Model, an extension of the TPACK framework, highlights how technology can be used to enhance both teaching practices and content delivery. This model stresses the integration of pedagogical methods with technology to better engage students and deliver subject matter effectively. Teachers who understand how to merge

technological tools with effective teaching strategies are better positioned to create a dynamic and impactful learning experience for their students.

6) Technology Integration Matrix (TIM)

The Technology Integration Matrix (TIM) offers a comprehensive framework to assess how technology is integrated into teaching. The TIM evaluates technology integration across five levels: Entry, Adoption, Adaptation, Infusion, and Transformation. At the Entry level, technology is used in a limited manner, often for administrative tasks or basic functions. As teachers move to the Adoption level, they begin to use technology for specific educational tasks, such as creating multimedia presentations. The Adaptation level represents a deeper integration of technology into teaching methods, allowing for more dynamic and interactive lessons. At the Infusion level, technology is embedded into daily classroom activities, with its use becoming routine. Finally, at the Transformation level, technology fundamentally changes the way students learn, creating new opportunities for collaboration, creativity, and knowledge construction.

d. Benefits of Technology Integration

1) Enhanced engagement and motivation

Technology has the potential to captivate students' attention and increase their motivation to learn. Interactive tools such as multimedia presentations, educational games, simulations, and virtual reality experiences can make learning more exciting and relevant.[22] By incorporating digital resources that align with

[22] Magfirah Thayyib et al., "Virtual Drama in Literature Education: Enhancing Language Learning Amid Challenges," *IJAE: International Journal of Asian Education* 6, no. 1 (2025): 61–74, https://doi.org/10.46966/ijae.v6i1.479.

students' interests and preferences, teachers can create an engaging learning atmosphere that encourages active participation. The use of game-based learning and other interactive technologies, for example, can transform traditional classroom activities into exciting and motivating challenges, thus fostering a more enthusiastic approach to learning.[23]

2) Personalized learning

One of the most significant advantages of technology integration is the ability to tailor learning experiences to the individual needs of students. Digital tools and platforms can provide personalized feedback, assessments, and learning pathways that cater to students' varying abilities and learning styles. Adaptive learning systems, for example, can adjust the difficulty level of tasks based on a student's progress, ensuring that learners receive the right level of challenge. This personalized approach allows students to learn at their own pace, enhancing their understanding and retention of knowledge. Additionally, students who require additional support or who are advanced can work on targeted tasks that help them reach their specific learning goals.[24]

3) Improved collaboration and communication

Technology facilitates collaboration among students, allowing them to work together on projects and share ideas in real-time, regardless of physical distance.

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[23] Citra Widyastuti, Amalia Yahya, and Magfirah Thayyib, "Using Customized Hangaroo Game for Vocabulary Teaching at SMPN 1 Bosso Citra," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 8, no. 1 (2021): 112 – 120, https://doi.org/10.24256/ideas.v8i2.1660.

[24] Lesley Eugenijus, "Integrating Blended Learning and STEM Education: Innovative Approaches to Promote Interdisciplinary Learning," *Research and Advances in Education* 2, no. 9 (2023): 20–36, https://doi.org/10.56397/rae.2023.09.03.

Tools such as online discussion forums, collaborative documents, and video conferencing software enable students to engage in group work more effectively. These platforms support not only peer-to-peer learning but also enhance teacher-student communication. Collaborative technologies help students develop essential teamwork and communication skills that are vital for success in both academic and professional settings. Through collaborative platforms, students can interact with peers from different backgrounds and perspectives, enriching their learning experience.[25]

4) Access to a wealth of resources and information

Technology opens up a world of knowledge that was previously inaccessible in traditional classrooms. The internet, digital libraries, and educational platforms provide students with access to vast amounts of information, research, and educational materials. This availability allows learners to explore subjects beyond the classroom curriculum, fostering a more autonomous and inquiry-based learning approach. Teachers can incorporate diverse digital resources such as eBooks, research papers, podcasts, and videos to complement traditional textbooks, enriching the learning experience and catering to various learning preferences.[26]

5) Facilitates critical thinking and problem solving

[25] Ana Luna, Mario Chong, and Daniel Jurburg, "Teaching Integration, Trust, Communication, and Collaboration Competencies Using Challenge-Based Learning for Business and Engineering Programs," *Revista Iberoamericana de Tecnologias Del Aprendizaje* 17, no. 1 (2022): 89–98, https://doi.org/10.1109/RITA.2022.3149828.

[26] Muhammad Rafi, Zheng JianMing, and Khurshid Ahmad, "Technology Integration for Students' Information and Digital Literacy Education in Academic Libraries," *Information Discovery and Delivery* 47, no. 4 (2019): 203–17, https://doi.org/10.1108/IDD-07-2019-0049.

Technology encourages critical thinking and problem-solving skills by providing opportunities for students to engage in complex tasks and projects that require analytical thinking and creativity. Tools such as simulations, virtual labs, and programming software allow students to experiment, analyze data, and solve real-world problems in a controlled digital environment. Technology also enables students to engage in project-based learning, where they can explore and develop solutions to authentic problems. These experiences help students develop the skills necessary to think critically, make informed decisions, and approach challenges creatively.[27]

6) Real-world learning opportunities

Through technology, students can engage with real-world problems and scenarios that provide them with authentic learning experiences. For instance, virtual field trips, video conferencing with experts, and access to industry-specific tools and software allow students to explore professions, cultures, and environments outside their immediate surroundings. By participating in such activities, students can connect theoretical knowledge with practical applications, better preparing them for future careers. Technology also provides opportunities for students to connect with global communities, fostering cultural awareness and understanding.[28]

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[27] Enikő Orsolya Bereczki and Andrea Kárpáti, "Technology-Enhanced Creativity: A Multiple Case Study of Digital Technology-Integration Expert Teachers' Beliefs and Practices," *Thinking Skills and Creativity* 39, no. January (2021): 1–27, https://doi.org/10.1016/j.tsc.2021.100791.

[28] Zeynep Yurtseven Avci, Laura M. O'Dwyer, and Jordan Lawson, "Designing Effective Professional Development for Technology Integration in Schools," *Journal of Computer Assisted Learning* 36, no. 2 (2020): 160–77, https://doi.org/10.1111/jcal.12394.

7) Increased efficiency in teaching and learning

Technology can greatly improve the efficiency of both teaching and administrative tasks. Teachers can use technology to automate repetitive tasks such as grading and assessments, allowing more time for lesson planning and individualized instruction. Digital platforms also make it easier to monitor student progress and provide instant feedback, which can help identify areas where students need additional support. For students, technology makes learning more efficient by offering on-demand access to learning materials and resources. Students can revisit lessons, watch instructional videos, and access supplementary materials at any time, helping them to learn more effectively and independently.[29]

8) Supports differentiated instruction

Technology enables differentiated instruction, which allows teachers to cater to the diverse learning needs of students. With the use of educational software, teachers can create customized learning experiences for students based on their skills, interests, and learning preferences. For example, students with disabilities can benefit from assistive technologies such as screen readers, voice recognition software, or speech-to-text tools, helping them access the curriculum in ways that suit their specific needs. Technology also supports multilingual learners by providing language translation tools and bilingual resources that facilitate understanding.[30]

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[29] Huma Akram et al., "Teachers' Perceptions of Technology Integration in Teaching-Learning Practices: A Systematic Review," *Frontiers in Psychology* 13, no. June (2022): 1–9, https://doi.org/10.3389/fpsyg.2022.920317.

[30] Mohammed Estaiteyeh, "Technology-Enhanced Differentiated Instruction in STEM Education : Teacher Candidates' Development and Curation of Learning Resources," *Contemporary Issues in Technology and Teacher Education* 24, no. 3 (2024): 291–312.

9) Prepares students for the future

Incorporating technology into education helps prepare students for the digital world they will encounter in their personal and professional lives. As technology continues to evolve, students who are familiar with digital tools and resources will be better equipped to navigate the complexities of the modern workforce. Skills such as digital literacy, coding, data analysis, and online collaboration are essential in today's job market. By using technology in the classroom, teachers are helping students develop the skills needed to succeed in a highly technological society.[31]

2. Teachers' Strategies

a. The Definition of Teachers' Strategies

Teachers' Strategies refer to the various approaches, methods, techniques, and tactics used by teachers to facilitate the learning process in the classroom. These strategies are aimed at helping students understand the material, improve their skills, and create an effective learning environment. The selection of appropriate strategies significantly influences the success of learning and student engagement in the learning process.

Teachers choose strategies based on several factors, such as learning objectives, student characteristics, classroom context, and the subject matter being taught. These strategies can range from more traditional teaching methods like lectures and demonstrations to more interactive approaches like project-based

[31] Sara Dexter and Jayson W Richardson, "What Does Technology Integration Research Tell Us about the Leadership of Technology?," *Journal of Research on Technology in Education* 52, no. 1 (January 2, 2020): 17–36, https://doi.org/10.1080/15391523.2019.1668316.

learning, group discussions, and the use of technology.[32] Effective strategies also involve good classroom management, adapting instruction for students with diverse needs, and providing constructive feedback to enhance the learning process.[33]

b. Types of Teachers' Strategies

These are types of teachers' strategies:[34]

1) Direct instruction

Direct instruction is a strategy where the teacher provides explicit, structured instruction directly to the students, often through lectures, demonstrations, or step-by-step guidance. This method is highly teacher-centered, with the teacher leading the lesson and clearly explaining concepts or skills. It typically involves drills, practice exercises, and assessments to reinforce learning. Direct instruction is most effective when teaching specific content, facts, or procedures that require structured, focused guidance.

2) Inquiry-based learning

Inquiry-based learning encourages students to actively explore and investigate questions, problems, or scenarios, fostering a sense of curiosity and critical thinking. In this strategy, students ask questions and seek answers through research, experimentation, or analysis, with the teacher facilitating the process rather than simply delivering information. It emphasizes problem-solving and

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[32] Alfatihah Alfatihah et al., "Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of SMP Negeri 4 Palopo," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 1 (2022): 152–65, https://doi.org/10.24256/ideas.v10i1.2555.

[33] Roy Killen and Mitch O'Toole, *Effective Teaching Strategies 8e* (Cengage AU, 2023), https://www.google.com/books?hl=id&lr=&id=LemmEAAAQBAJ

[34] Caroline Gipps, Eleanore Hargreaves, and Bet McCallum, *What Makes a Good Primary School Teacher?: Expert Classroom Strategies* (Routledge, 2015), https://doi.org/10.4324/9781315648736.

independent learning, making it ideal for developing students' research skills and critical thinking, especially when exploring complex concepts that require a deeper understanding.

3) Collaborative learning

Collaborative learning involves students working together in small groups to achieve a common goal, learn from one another, and share knowledge. Group work, discussions, and joint problem-solving are central to this strategy, as it encourages peer-to-peer learning. Students have the opportunity to teach and learn from each other, while also developing teamwork and communication skills. Collaborative learning is particularly useful for tasks that require diverse perspectives, creativity, or problem-solving, and for fostering social and collaborative skills among students.

4) Differentiated instruction

Differentiated instruction is a strategy that involves adjusting teaching methods, content, and assessments to meet the diverse needs, abilities, and learning styles of students. This can include flexible grouping, where students are grouped based on their needs, interests, or abilities, and providing different levels of instruction or tasks to cater to varying readiness levels. Additionally, offering multiple modes of learning—such as visual, auditory, and kinesthetic—helps engage diverse learners. Differentiated instruction is essential in classrooms with students of varying abilities and needs, ensuring that all students can access the content at an appropriate level.

c. Objectives of Teachers' Strategies

The primary purpose of teachers' strategies is to enhance the learning process and ensure that students achieve the desired educational outcomes. These strategies are designed to serve several key objectives that contribute to student success:[35]

1) Increase student engagemen

Effective teaching strategies capture students' interest and encourage them to actively participate in the learning process. Engaged students are more likely to retain information, think critically, and apply what they've learned. Strategies that involve interactive learning, hands-on activities, and real-world connections tend to boost student engagement.

2) Improve student understanding

Teachers aim to help students grasp complex concepts and make learning meaningful. By selecting appropriate strategies, teachers can break down difficult material into manageable parts, offer different explanations, and provide various learning opportunities. This ensures that students not only memorize facts but also comprehend and apply knowledge in different contexts.

3) Achieve specific learning goals

Teachers design strategies to achieve specific learning goals. Each lesson or unit typically has clear objectives, and teaching strategies are chosen to align with these goals. For example, if the goal is for students to develop writing skills, a

[35] Kenneth D Moore, *Effective Instructional Strategies: From Theory to Practice* (Sage Publications, 2014), https://www.google.com/books?hl=id&lr=&id=qA5EBAAAQBAJ.

strategy focusing on practice and feedback would be ideal. Similarly, if the objective is to foster critical thinking, inquiry-based or problem-solving strategies might be employed.

4) Accommodate diverse learners

Every student has different strengths, weaknesses, and learning styles. Therefore, one of the objectives of teachers' strategies is to tailor instruction to meet these varied needs. This ensures that all students, regardless of their abilities or background, can access the content and succeed in learning.

5) Promote lifelong learning

Finally, teaching strategies are designed to promote lifelong learning. Teachers aim to not only help students succeed academically but also instill a love for learning that extends beyond the classroom. Strategies that encourage curiosity, independence, and self-regulation help students become lifelong learners who continue to seek knowledge and grow throughout their lives.

d. Factors Influencing the Selection of Teaching Strategies

The selection of appropriate teaching strategies is influenced by several important factors, which help ensure that the teaching methods are effective and align with the goals of the lesson or course. Those factors are:[36]

1) Student characteristics

This includes students' age, prior knowledge, learning abilities, interests, and learning styles. For instance, younger students may benefit from more hands-

[36] Carol Griffiths, *The Strategy Factor in Successful Language Learning (Vol. 67)* (Multilingual Matters, 2013), https://www.google.com/books?hl=id&lr=&id=QNDirHDoBl0C.

on, interactive activities, while older students might be ready for more complex, abstract thinking tasks. Additionally, students' different learning styles—such as visual, auditory, or kinesthetic—can determine which strategies are most effective. Teachers often adapt their strategies to accommodate these differences, ensuring that every student can engage with the material in a way that suits their individual needs.

2) The subject matter or content

The type of content being taught significantly affects the choice of teaching strategies. For example, teaching factual knowledge in subjects like history or science may require direct instruction or lectures, while teaching skills such as writing or problem-solving may involve more interactive or collaborative strategies. For complex or abstract concepts, inquiry-based learning or project-based learning might be more effective as they encourage deeper exploration and critical thinking.

3) The classroom context

This includes factors such as the size of the class, the classroom environment, available resources, and time constraints. In a large classroom, teachers might use strategies that allow for group work or technology integration to engage all students. In a smaller class, more individualized attention and differentiated instruction may be possible. Limited resources or time may also influence the choice of strategy, requiring teachers to prioritize certain approaches over others based on what is feasible within the given context.

4) The learning objectives or goals of the lesson

Teachers carefully choose strategies that will help students meet specific objectives, whether those are mastering a particular skill, understanding a concept, or applying knowledge in a practical situation. For example, if the goal is to encourage critical thinking, teachers may use strategies like debates, discussions, or case studies. If the objective is to develop technical skills, demonstrations or practice-based strategies might be more suitable.

5) Teacher expertise and experience

Teachers who are more experienced and knowledgeable may feel comfortable using a broader range of strategies and adapting them to meet students' needs. Conversely, newer teachers might rely on tried-and-true methods or strategies that they feel more confident in implementing. As teachers grow professionally, they also become more adept at selecting and adjusting strategies based on the specific needs of their students and the challenges they encounter in the classroom.

3. English Language Learning

a. Definition of English Language Learning

English language learning refers to the process of acquiring the ability to understand, speak, read, and write in English. It involves developing linguistic skills through structured instruction, practice, and exposure to the language in various contexts. English is one of the most widely spoken languages in the world and is

often learned as a second or foreign language for academic, professional, and social purposes.[37]

Language learning can take place in formal settings, such as schools and language institutions, or informal settings, such as through media, daily communication, and self-study. The process is influenced by various factors, including age, motivation, learning environment, and access to resources.[38]

English language learning is essential in today's globalized world, as English serves as an international lingua franca in business, education, science, and technology. Mastering English enables individuals to communicate effectively across cultures and access a vast range of information and opportunities.[39]

English language learning is not only about mastering the four basic skills, listening, speaking, reading, and writing but also about developing communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic aspects.[40] Learners are expected to use the language meaningfully in real-life contexts, demonstrating both accuracy and fluency. Furthermore, language learning is a gradual and interactive process influenced by various factors such as age, cognitive development, learning environment, motivation, and exposure to the

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[37] Keith Johnson, *An Introduction to Foreign Language Learning and Teaching* (Routledge, 2017), https://doi.org/10.4324/9781315734675.

[38] Ron Darvin and Bonny Norton, "Investment and Motivation in Language Learning: What's the Difference?," *Language Teaching* 56, no. 1 (2023): 29–40, https://doi.org/10.1017/S0261444821000057.

[39] Junita Anjar Lestari, Edhy Rustan, and Magfirah Thayyib, "Integrating Luwu Culture Into English Learning: A Development of Customized Materials for Nursing Students," *English Review: Journal of English Education* 12, no. 2 (2024): 641–50, https://doi.org/10.25134/erjee.v12i2.9254.

[40] Victoriia Berezenko, Olesya Cherkhava, and Yuliia Musiienko, "Communicative Language Teaching Approach in Promoting the Linguistic Competence of EFL Learners," *Advanced Education* 2022, no. 20 (2022): 88–96, https://doi.org/10.20535/2410-8286.224016.

target language.[41] For instance, younger learners may acquire pronunciation more naturally, while older learners may progress faster in grammar and vocabulary due to cognitive maturity.

In the Indonesian context, English is categorized as a foreign language (EFL), meaning that students generally have limited opportunities to practice outside the classroom. Therefore, teachers need to create meaningful learning experiences and provide access to authentic materials.[42] The use of technology becomes particularly essential, as it allows students to engage with English through digital platforms, multimedia content, and global communication networks.[43] Thus, English language learning can be seen as a multidimensional process that prepares students not only for academic purposes but also for broader participation in global society.

b. Importance of English Language Learning

Learning the English language plays a crucial role in various aspects of life, including academics, professional careers, and social interactions. Below are some key reasons why learning English is important:[44]

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[41] Mazhar Nawaz et al., "Analyze How Children Acquire Language and the Cognitive Processes Involved, Including the Role of Environmental and Social Factors," *Bulletin of Business and Economics (BBE)* 13, no. 3 (2024): 239–47, https://doi.org/10.61506/01.00483.

[42] Tira Nur Fitria, "Using Authentic Material and Created Material (Teacher-Made) for English Language Teaching (ELT): Benefits and Limitations," *JADEs Journal of Academia in English Education* 3, no. 2 (2022): 117–40, https://doi.org/10.32505/jades.v3i2.4674.

[43] Ambika Prasad Poudel, "Information and Communication Technology in English Language Teaching: Some Opportunities and Challenges," *Journal of Comparative & International Higher Education* 14, no. 4 (2022): 103–16, https://doi.org/10.32674/jcihe.v14i4.3874.

[44] Larry Andrews, *Language Exploration and Awareness: A Resource Book for Teachers* (Routledge, 2013), https://doi.org/10.4324/9781315045146.

1) English as an international language

English is the international language used in many countries as a means of global communication. Many international organizations, such as the United Nations (UN) and the European Union (EU), use English as an official language. Additionally, English is often used as a lingua franca, meaning a common language for people from different linguistic backgrounds to communicate effectively.

2) Access to knowledge and information

A significant portion of academic literature, scientific research, and information sources is available in English. By mastering English, individuals gain wider access to various fields of knowledge, including:

a) Academic resources, such as journals, textbooks, and the latest research.
b) Technology and innovation, including software documentation and online courses.
c) International media, such as global news and official publications.

3) Better educational opportunities

English proficiency opens doors to higher education opportunities, both domestically and internationally. Many of the world's top universities, such as Harvard, Oxford, and Cambridge, use English as the medium of instruction. Additionally, numerous international scholarships, such as the Chevening Scholarship, Fulbright, and Erasmus, require applicants to have strong English skills.

4) Career and job market advantages

In the job market, English proficiency is a highly sought-after skill by multinational companies. Many global companies use English as their primary language of communication. Some key advantages for job seekers with English proficiency include:

a) Opportunities to work in international companies.

b) Higher salaries compared to employees who are not fluent in English.

c) The ability to communicate with clients and business partners from different countries.

5) Effective communication in multicultural settings

In the era of globalization, cross-cultural interactions are becoming more frequent. English enables individuals to communicate with people from diverse cultural backgrounds, whether during travel, international conferences, or social media interactions.

6) Entertainment and popular culture

English also plays a significant role in entertainment and popular culture. Many movies, songs, books, and video games are produced in English. By mastering English, individuals can enjoy original content without relying on translations or subtitles, thus enhancing their understanding of foreign cultures.

c. Stages of Learning

In the learning process, there are three main stages that are commonly used in both language teaching models and general instructional frameworks, namely:[45]

1) Pre-Activity (Preliminary Phase of Learning)

The pre-activity stage serves as the preliminary or introductory phase of a lesson. It plays a crucial role in preparing students both psychologically and cognitively before engaging in the core content of the learning material. In qualitative classroom settings, this stage is not merely a formality, but an essential component that can significantly influence student motivation, attention, and engagement.

During this phase, the teacher typically activates students' background knowledge and builds interest by connecting the topic to learners' real-life experiences or prior understanding. This activation helps create meaningful context, making it easier for students to process new information later in the lesson. In addition, pre-activities aim to set the tone and expectations of the lesson, which can reduce anxiety and foster a positive learning environment. Typical qualitative strategies in this stage may include:[46]

a) Warm-up discussions or casual conversation (e.g., "What do you usually do on weekends?" before a lesson about past tense).

b) Question prompts to elicit students' prior knowledge.

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[45] Jeremy Harmer, *The Practice of English Language Teaching (4th Edition)* (Pearson Education Limited, 2007).

[46] R. P. Hakim and A. Asmar, "The Preliminary Research Phases of Learning Devices Based Guided Discovery Development to Improve the Students' Problem Solving Ability of Grade VII MTS/SMP," *Journal of Physics: Conference Series* 1554, no. 1 (2020): 1–7, https://doi.org/10.1088/1742-6596/1554/1/012036.

c) Visual or audio stimuli, such as pictures, short videos, or songs related to the topic.

d) Brainstorming activities to explore students' thoughts or assumptions about the topic.

e) Stating objectives in student-friendly language to give them a clear sense of purpose.

For example, in an English as a Foreign Language (EFL) classroom, before teaching a lesson on "Describing Places," a teacher may display various pictures of famous landmarks and ask students, "Have you ever visited a place like this? How would you describe it?" This not only activates relevant vocabulary but also stimulates students' curiosity and emotional engagement. Overall, the pre-activity phase emphasizes interaction, connection, and preparation. It aligns with student-centered teaching principles by valuing students' existing knowledge and encouraging active participation from the beginning of the lesson.

2) Whilst-Activity (Core Learning Phase)

The whilst-activity, also referred to as the main or core learning phase, is the most substantial part of the lesson where students engage directly with the learning material. In this stage, learners are actively involved in exploring, practicing, and applying the target language or concepts through meaningful tasks. It is during this phase that learning objectives are most intensively pursued, and students are expected to interact more deeply with the content.

From a qualitative perspective, the whilst-activity phase emphasizes interaction, collaboration, and contextual engagement. Rather than relying on rote

memorization or passive listening, students are encouraged to construct knowledge through purposeful communication, problem-solving, and peer interaction. This aligns with constructivist theories of learning, which advocate for active involvement and personal meaning-making. Common activities in this phase include:[47]

a) Reading comprehension tasks with guided questions.
b) Listening activities followed by discussions or note-taking.
c) Pair and group work, such as role plays, dialogues, and debates.
d) Project-based tasks, where students create posters, brochures, or presentations.
e) Writing practices, such as composing short paragraphs, letters, or narratives.
f) Information gap and jigsaw activities to encourage communication and collaboration.

For example, in a lesson on "Giving Directions," students may be asked to work in pairs where one student has a city map and the other asks for directions to certain places. This type of activity not only allows students to practice functional language in context but also promotes active listening and speaking.

Qualitatively, the teacher acts more as a facilitator or guide, observing students' progress, offering support when needed, and encouraging peer feedback. This phase is also an opportunity for formative assessment, where the teacher can gather insights into students' understanding and adjust instruction accordingly.

[47] Duong Huu Tong et al., "Effectiveness of the CORE Learning Model: A Case Study of Learning the Method of Coordinates in a Plane in Vietnam," *Mathematics Teaching-Research Journal* 16, no. 3 (2024): 120–45.

Ultimately, the whilst-activity phase provides a dynamic and participatory environment where students apply their knowledge in realistic and interactive situations. The focus is not only on language accuracy but also on fluency, confidence, and communicative competence.

3) Post-Activity (Closing and Reflection Phase)

The post-activity phase is the final stage of the learning cycle, where students consolidate their understanding, reflect on what they have learned, and connect the lesson to broader knowledge or future applications. While often overlooked, this phase plays a critical role in reinforcing learning outcomes and helping students internalize the material through reflective and evaluative practices.

In a qualitative classroom context, post-activities are not merely wrap-ups but are designed to stimulate metacognition—encouraging students to think about how they learned, what strategies worked for them, and what they still need to improve. It is also an opportunity for teachers to gather informal feedback, assess student comprehension, and address any lingering misunderstandings. Typical qualitative strategies for this phase include:[48]

a) Group or class discussions summarizing key points of the lesson.
b) Student self-reflection or journaling (e.g., "What did I find easy or difficult today?").
c) Quick review games or question-and-answer sessions.
d) Peer feedback, especially after speaking or writing tasks.

[48] Avivit Arvatz, Roee Peretz, and Yehudit Judy Dori, "Self-Regulated Learning and Reflection: A Tool for Teachers and Students," *Metacognition and Learning* 20, no. 1 (2025): 15, https://doi.org/10.1007/s11409-025-09415-3.

e) Exit slips or short writing tasks summarizing the lesson.

f) Giving follow-up assignments that connect today's topic to the next lesson.

For example, after a lesson on "Writing Personal Letters," students may exchange their letters with peers for feedback and then write a brief reflection on what they learned about tone, structure, or vocabulary. The teacher may also close the lesson by summarizing common strengths and areas for improvement observed during the class. In this phase, the teacher often transitions from facilitator to evaluator, but with an emphasis on supportive assessment. Instead of formal testing, post-activity practices in qualitative settings prioritize authentic feedback and learner autonomy.

The post-activity phase ensures that the learning experience is complete, meaningful, and student-centered. It fosters deeper understanding, encourages continuous learning, and provides closure that prepares students for upcoming lessons or real-life application of their skills.

C. Conceptual Framework

The conceptual framework of this research is presented in the following chart:

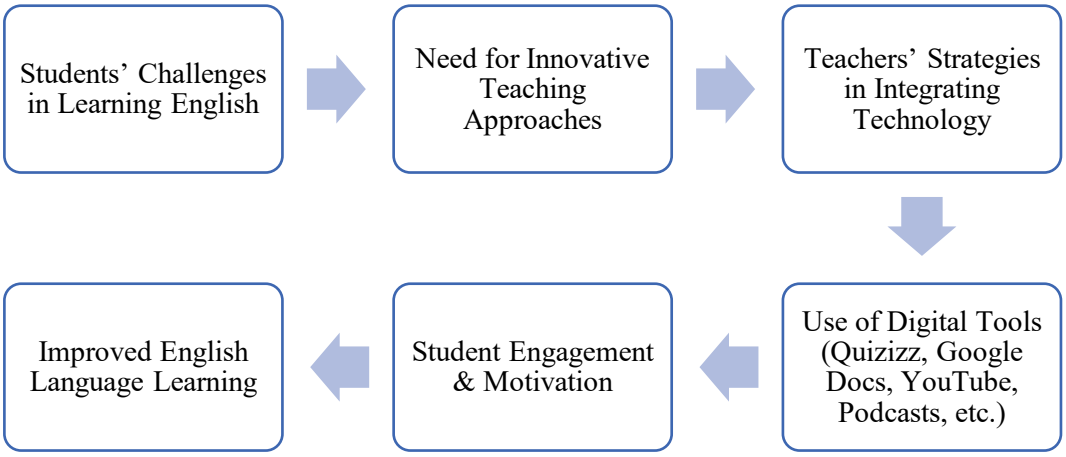

Chart 2.1. Conceptual Framework

The conceptual framework of this research illustrates the connection between the challenges students face in learning English, the strategies teachers employ in integrating technology, the resulting student engagement, and the improvement of English language learning outcomes. Students at SMPN 5 Palopo encounter several difficulties in developing their English skills, including limited vocabulary, low motivation, and minimal exposure to English outside the classroom. These conditions highlight the importance of adopting innovative teaching approaches that can address learning barriers and foster greater interest in the subject.

Teachers respond to these challenges by implementing strategies for integrating technology into their instruction. Such strategies involve careful planning, aligning learning objectives with the use of technology, selecting appropriate digital tools, and designing interactive and contextual learning

activities. The integration of technology is reflected in the use of platforms such as Quizizz, Google Docs, YouTube, and podcasts, which support collaboration, participation, and meaningful language practice.

Through the thoughtful application of these strategies, students are encouraged to engage more actively in classroom activities and develop greater confidence in using English. Technology also allows them to learn in both collaborative and independent ways, making the learning process more dynamic and student-centered. As a result, higher levels of engagement contribute directly to improved learning outcomes, which can be observed in students' enhanced listening, speaking, reading, and writing skills. This framework demonstrates that teachers' strategies in integrating technology play a crucial role in shaping student engagement and strengthening the effectiveness of English language learning.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a descriptive qualitative research design to explore the strategies used by a teacher at SMPN 5 Palopo in integrating technology into English language learning. A qualitative approach is chosen because it allows for an in-depth understanding of teachers' experiences, perceptions, and decision-making processes regarding technology use in the classroom. The study adopts a descriptive qualitative method, which aims to provide a detailed and comprehensive account of the strategies employed by teachers. This method is appropriate because it focuses on capturing real-life practices and contextual factors that influence how teachers integrate technology into their teaching.[49]

B. Population and Sample

The population of this research consisted of all English teachers at SMPN 5 Palopo, with a total of four teachers. However, the researcher did not involve the entire population. Instead, this study applied a purposive sampling technique, selecting only one English teacher as the research participant. The selection was based on the teacher’s extensive teaching experience and regular use of technology in English language instruction, which made her the most relevant source of data for this study.

[49] Monique Hennink, Inge Hutter, and Ajay Bailey, *Qualitative Research Methods* (Sage, 2020), https://www.google.com/books?hl=id&lr=&id=_InCDwAAQBAJ.

C. Research Instrument

1. Interview

Participants selected from English teachers who regularly use technology in their teaching. Prior to the interviews, informed consent obtained from each participant, ensuring they understand the study's objectives and agree to participate. The interview guide, containing open-ended questions organized into themes, used to ensure all key areas are covered while allowing for flexibility in responses. The interviews conducted either face-to-face or online, depending on participant availability, and will be audio recorded (with prior consent). During the interviews, the researcher took notes to supplement the recordings. Afterward, the recordings would be transcribed, and key themes would be analyzed.

The interview instrument in this study was developed based on theories of teacher strategies and technology integration, particularly the TPACK Framework[50] and the SAMR Model[51]. TPACK emphasizes the balance of content knowledge, pedagogical knowledge, and technological knowledge, while SAMR categorizes technology use from Substitution to Redefinition. Accordingly, the questions in Table 3.1, covering teaching strategies, digital tools, challenges, and effectiveness were designed to explore how teachers balance these aspects and the extent to which technology is integrated into their teaching practices.

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[50] Joseline M. Santos and Rowell D.R. Castro, "Technological Pedagogical Content Knowledge (TPACK) in Action: Application of Learning in the Classroom by Pre-Service Teachers (PST)," *Social Sciences and Humanities Open* 3, no. 1 (2021): 1–8, https://doi.org/10.1016/j.ssaho.2021.100110.

[51] Christopher N Blundell, Michelle Mukherjee, and Shaun Nykvist, "A Scoping Review of the Application of the SAMR Model in Research," *Computers and Education Open* 3, no. December (2022): 1–12, https://doi.org/10.1016/j.caeo.2022.100093.

Table 3.1 Interview Questions

Topics	Questions
General Information	1. How long have you been teaching English? 2. How often do you use technology in your English classes?
Technology Use in Teaching	1. What types of digital tools or platforms do you use in your English language instruction? 2. How do you integrate these tools into your teaching methods? 3. In what ways do you use technology to support students' English learning (speaking, listening, reading, and writing)?
Teaching Strategies	1. What specific strategies do you use to incorporate technology into your lessons? 2. How do you select appropriate technological tools for different classroom activities? 3. How do you ensure that students effectively engage with the technology used in your lessons?
Challenges and Solutions	1. What challenges do you face when integrating technology into your English teaching? 2. How do you address these challenges? 3. What support or resources would help you improve technology integration in your teaching?
Perceived Effectiveness	1. In your opinion, how does technology impact students' English language learning? 2. Have you observed any improvements in student engagement or language proficiency due to technology use? 3. What feedback have you received from students regarding technology-enhanced learning?

The interview questions above were adapted from the studies conducted by Hasan, Noorlailie Soewarno, and Isnalita[52], as well as the research by Fitriati, Wahyuni, Chorunissa, and Megawati[53].

[52] Nor Hasan, Noorlailie Soewarno, and Isnalita Isnalita, "Pengaruh Teknologi Informasi Terhadap Proses Pembelajaran Dan Prestasi Akademik Mahasiswa," *Jurnal Kajian Akuntansi* 3, no. 1 (2019): 68, https://doi.org/10.33603/jka.v3i1.2130.

[53] S W Fitriati et al., "Persepsi Dan Kesulitan Guru Bahasa Inggris SMP Dalam Penelitian Tindakan Kelas," *Varia Humanika* 1, no. 2 (2020): 65–72, https://journal.unnes.ac.id/sju/index.php/vh/article/view/41463%0Ahttps://journal.unnes.ac.id/sju/index.php/vh/article/download/41463/17226.

2. Documentation

Documentation in the form of photos of the researcher during interviews will be used to support and strengthen the findings related to technology integration in teaching. These photos will serve as evidence of the data collection process in the field.

D. Technique of Data Analysis

The data in this study will be analyzed using Miles and Huberman's interactive model of qualitative data analysis, which consists of three main components:[54]

1. Data Reduction

This stage involves selecting, focusing, simplifying, and transforming the raw data obtained from interviews. The researcher will transcribe the audio-recorded interviews verbatim, and then identify relevant information by coding the data into categories related to teachers' strategies in integrating technology, the challenges they face, and their perceived effectiveness.

2. Data Display

After reducing the data, the next step is to organize the information in a way that facilitates drawing conclusions. The categorized data will be displayed in the form of tables, thematic matrices, or descriptive narratives. This step helps in understanding patterns and relationships among different aspects of the teachers' strategies.

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[54] Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook. 3rd Ed.* (California: SAGE Publications, 2014), https://books.google.co.id/books/about/Qualitative_Data_Analysis.html?id=3CNrUbTu6CsC&redir_esc=y.

3. Conclusion Drawing and Verification

The final step is interpreting the displayed data to draw conclusions. The researcher will analyze the recurring themes to understand how teachers at SMPN 5 Palopo integrate technology into their English teaching. These conclusions will be verified through triangulation (such as cross-checking with documentation), peer debriefing, and returning to participants for member checking to ensure the credibility and trustworthiness of the findings.

CHAPTER IV

RESULTS AND DISCUSSION

A. Results

This study aimed to explore the strategies employed by English teachers at SMPN 5 Palopo in integrating technology into English language learning. The data were collected through a semi-structured interview with one English teacher, Imelda Reski Rupa', S.Pd., who has over 12 years of teaching experience. Based on the interview results, several specific strategies were identified in how the teacher integrates technology into her English language instruction. These strategies are grouped into five thematic areas:

1. Setting Clear Learning Objectives and Aligning with Technology Use

One of the key strategies applied by the teacher in integrating technology into English language learning is starting with clear learning objectives, followed by the selection of appropriate technology that matches the needs and context of the students. The teacher stated:

> "In supporting students' English skills, I start by setting clear learning objectives, then choose technology that fits the students' needs. For speaking and listening skills, I use English videos and podcasts. For reading skills, I provide digital e-books that students can access through Google Classroom. Meanwhile, for writing skills, I ask students to write essays collaboratively, so I can give direct feedback.[55]"

She further emphasized that technology is selected not only based on functionality but also based on alignment with specific learning targets and student readiness. She explained:

[55] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.

> "In integrating technology into lessons, I use several specific strategies. First, I determine the learning objectives and identify students' needs. Second, I consider the features of the technology to be used, including ease of access and cost. Third, I ensure that supporting infrastructure such as internet connection and digital devices is available and sufficient. For example, if I want to use interactive videos from YouTube, I make sure students have a stable internet connection, then I adjust the activity with discussion features or written tasks so that it remains aligned with the learning objectives.[56]"

These responses show a strong instructional foundation in which technology serves as a means to achieve planned outcomes. The teacher ensures that every digital tool introduced into the classroom is thoughtfully selected based on student needs, lesson goals, and the teaching context.

2. Selecting Appropriate Digital Tools Based on Purpose and Infrastructure

The teacher described her strategy in choosing digital tools as a process that is grounded in the alignment between instructional purpose, student needs, and the school's infrastructure. She explained:

> "If the activity requires active student involvement, such as quizzes or games, I use a projector and interactive platforms like Quizizz or Kahoot. For listening and speaking skills, I use videos or podcasts from YouTube which are displayed via laptop and speaker. In writing and collaborative activities, I use Google Docs so students can work together and receive direct feedback.[57]"

This statement illustrates that the teacher does not rely on a single tool for all types of learning, but instead adapts her technology selection to the nature of the task. She considers both the pedagogical goal and the technical feasibility of implementing the tools in the classroom. Tools like Quizizz and Kahoot are utilized to engage students in formative assessments, while Google Docs supports

[56] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.
[57] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.

collaborative writing. YouTube and podcasts are selected for their effectiveness in enhancing listening and speaking skills. Moreover, the use of projectors and speakers highlights the role of infrastructure in ensuring successful technology implementation. This strategic approach reflects thoughtful decision-making in digital integration, allowing for optimized learning experiences tailored to various language skills.

3. Creating Interactive and Contextual Learning Activities

Another strategy emphasized by the teacher is designing learning activities that are interactive, relevant, and tailored to students' needs. She highlighted the importance of fostering student engagement through the thoughtful integration of technology that allows active participation. The teacher stated:

> "To ensure students are truly engaged, I design activities that are interactive, relevant, and aligned with their needs. I choose technologies that allow students to actively participate, such as using Quizizz for fun evaluations, Google Docs for group work, and videos or podcasts for class discussions. In addition, I give clear instructions and provide space for students to express opinions or ask questions. I also monitor their participation directly during the learning process and give constructive feedback[58]"

This statement reveals that the teacher applies technology not only to deliver content but also to encourage interaction and engagement. By using digital tools as part of collaborative tasks (e.g., group writing via Google Docs) or engaging class discussions (based on videos and podcasts), she creates a student-centered environment that supports active learning. Clear instruction, goal setting, and immediate feedback are used as additional strategies to maintain focus and motivation. The combination of interactive platforms, collaborative tools, and open

[58] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.

classroom dialogue illustrates how technology is leveraged to create meaningful and contextual learning experiences that resonate with students' realities and preferences.

4. Maximizing Available Resources and Fostering Equity

In implementing technology in the classroom, the teacher also acknowledged the challenges related to unequal access among students especially those who do not own smartphones or have reliable internet connections at home. To address this issue, the teacher emphasized the importance of maximizing the use of available school resources and promoting group collaboration. She stated:

> "One of the main challenges I face is the lack of students' access to gadgets or digital devices, especially for those who do not have smartphones or stable internet connections at home. This certainly limits their participation in technology-based activities.[59]"

To overcome this, she implemented practical solutions aimed at inclusivity:

> "To overcome this, I optimize the facilities available at school, such as using projectors, speakers, and laptops during classroom learning. In addition, I also try to create activities that can be done in groups so that students who do not have devices can still be involved through teamwork.[60]"

These responses indicate a strong commitment to ensuring that technology-enhanced learning remains equitable and inclusive. By leveraging in-school infrastructure, the teacher creates opportunities for equal participation regardless of students' personal access to devices. Group-based activities further allow for peer support and collaboration, reducing the digital divide within the classroom. This strategy demonstrates adaptive classroom management, where the teacher

[59] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.
[60] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.

proactively designs a learning environment that accommodates diverse student needs while still maintaining the benefits of technology integration.

5. Encouraging Student Engagement and Motivation through Technology

The teacher observed that integrating technology into English language teaching had a significant positive impact on students' engagement, confidence, and language development. She explained that technology helped in making learning objectives more focused and learning activities more tailored to students' needs. She stated:

> "Technology has a quite significant impact on students' English language learning. With technology, I can set clearer learning objectives and design activities that match students' needs.[61]"

The teacher also noted that students responded positively to the use of technology. It allowed them to interact more actively with the learning content and with their peers:

> "Most students gave positive responses to learning with technology. They found it easier to get involved in the learning process because technology helps increase interaction, both with the material and with classmates. Online platforms and interactive apps like Quizizz, YouTube, and Google Docs make them more active and motivated in English learning.[62]"

One particular classroom experience was highlighted by the teacher as an example of successful technology integration:

> "Yes, I have had experiences that show the success of using technology in English learning. In one of the meetings, I used interactive video media and online quizzes to introduce new vocabulary, especially verbs and nouns. As a result, students found it easier to memorize and understand the meaning and use of those words in sentence context. The learning felt more enjoyable, and I saw that technology really helped improve students' understanding and engagement in the learning process.[63]"

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[61] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.
[62] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.
[63] Imelda Reski Rupa', S.Pd., *Interview*, SMPN 5 Palopo, 6 August 2025.

These responses show that technology not only facilitates content delivery but also plays an essential role in increasing students' motivation, participation, and language proficiency. The use of multimedia and interactive tools creates a more dynamic classroom environment, making English learning more appealing and student-centered.

B. Discussion

This study explored the strategies employed by an English teacher at SMPN 5 Palopo in integrating technology into English language learning. The findings revealed that the teacher implemented a number of well-considered approaches that align with existing theoretical models and previous research in the field of educational technology. These strategies are discussed below to show how they reflect broader pedagogical principles and support the effectiveness of technology-enhanced instruction.

First, the teacher's consistent effort to align technology use with clearly defined learning objectives reflects the principles of the TPACK (Technological Pedagogical Content Knowledge) framework.[64] The teacher began every lesson by identifying specific instructional goals, then selecting the technological tools most relevant to those goals. This strategic alignment ensured that technology was used not merely as a supplement, but as an integral component of the instructional

[64] Rafael Winícius da Silva Bueno et al., "Technological Pedagogical Content Knowledge: Exploring New Perspectives," *Australasian Journal of Educational Technology* 39, no. 1 (2023): 88–105, https://doi.org/10.14742/ajet.7970.

design.[65] Instead of focusing on the novelty of tools, the teacher prioritized how each tool could serve the lesson objectives and students' needs.

This strategy mirrors what is describe in the TPACK model: the intersection of technological, pedagogical, and content knowledge as the foundation for effective teaching in digital environments.[66] The teacher's ability to integrate these domains demonstrates professional competence and reflective teaching practice. Her use of specific tools such as YouTube, podcasts, and Google Docs was always guided by the intended language skill to be developed listening, speaking, reading, or writing.

Another research also supports this approach, finding that teachers who plan instruction based on content goals and student needs tend to integrate technology more meaningfully.[67] By clearly linking objectives with the digital tools selected, the teacher in this study maximized student engagement and comprehension. Students were not overwhelmed with random tools; instead, they encountered structured, goal-oriented activities where technology served a clear instructional function.

Second, the teacher's approach to selecting appropriate digital tools was grounded in the learning task, student readiness, and available infrastructure. She

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[65] Ratna Rintaningrum, "Technology Integration in English Language Teaching and Learning: Benefits and Challenges," *Cogent Education* 10, no. 1 (December 31, 2023): 1–21, https://doi.org/10.1080/2331186X.2022.2164690.

[66] Jun-Jie Tseng et al., "A Critical Review of Research on Technological Pedagogical and Content Knowledge (TPACK) in Language Teaching," *Computer Assisted Language Learning* 35, no. 4 (May 4, 2022): 948–71, https://doi.org/10.1080/09588221.2020.1868531.

[67] Emmanuel Ayisi Abedi, "Tensions between Technology Integration Practices of Teachers and ICT in Education Policy Expectations: Implications for Change in Teacher Knowledge, Beliefs and Teaching Practices," *Journal of Computers in Education* 11, no. 4 (2024): 1215–34, https://doi.org/10.1007/s40692-023-00296-6.

used Quizizz and Kahoot to create engaging vocabulary and grammar exercises, while Google Docs and Padlet were used for collaborative writing and project work. For listening and speaking activities, she employed videos and podcasts from YouTube. Each tool had a distinct purpose, and her decisions reflected both technical feasibility and pedagogical intention.

This strategic selection of tools aligns well with the SAMR model.[68] At the Modification and Redefinition levels, technology is used not merely to substitute traditional tools but to transform the learning experience. In this study, students were able to collaborate in real-time, receive immediate feedback, and engage in tasks that would be difficult to implement without digital support. The tools extended classroom activities beyond the physical space and traditional time constraints.

When technology tools are selected purposefully to suit learning needs, they significantly enhance language development.[69] In the case of SMPN 5 Palopo, the teacher's careful choice of platforms contributed to students' vocabulary acquisition, fluency, and writing confidence. This suggests that thoughtful integration of specific tools into targeted language tasks can yield better learning outcomes than generalized or haphazard use of digital media.

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[68] R. Sudha Nair and Tay Choo Chuan, "Integrating Technology That Uses Modified SAMR Model as a Pedagogical Framework in Evaluating Learning Performance of Undergraduates," *The Educational Review, USA* 5, no. 10 (2021): 373–84, https://doi.org/10.26855/er.2021.10.001.

[69] Mohammad H Al-khresheh, "Bridging Technology and Pedagogy from a Global Lens: Teachers' Perspectives on Integrating ChatGPT in English Language Teaching," *Computers and Education: Artificial Intelligence* 6, no. June (2024): 1–12, https://doi.org/10.1016/j.caeai.2024.100218.

Third, the teacher's design of interactive and contextualized learning activities fostered student engagement, participation, and autonomy. She consistently used collaborative tools like Google Docs and class discussions based on multimedia content to make learning more active and student-centered. These activities allowed students to connect the material with real-life contexts, making language practice more meaningful and relevant to their experiences.

This practice is in line with the Four Cs model (Communication, Collaboration, Creativity, and Critical Thinking), which highlights the importance of 21st-century skills in education.[70] Through technology, students were encouraged to collaborate on writing tasks, share opinions in discussion forums, and think critically about content from videos or readings. These experiences helped students develop not only linguistic competence but also digital and cognitive skills essential for lifelong learning.

When students are provided with opportunities to engage creatively through technology, they show higher motivation and deeper understanding.[71] In this study, the teacher's use of contextual materials and interactive platforms created a classroom environment where students were not passive recipients but active constructors of knowledge. Such engagement is crucial in English language

[70] Branden Thornhill-Miller et al., "Creativity, Critical Thinking, Communication, and Collaboration: Assessment, Certification, and Promotion of 21st Century Skills for the Future of Work and Education," *Journal of Intelligence* 11, no. 3 (2023): 1–32, https://doi.org/10.3390/jintelligence11030054.

[71] Idaryani and Fidyati, "The Influence of Digital Technology on Students' Motivation in Learning English Specific Purpose," *Journal of English Language and Education* 6, no. 1 (2021): 69–81, https://doi.org/10.31004/jele.v6i1.96.

learning, where frequent use and meaningful interaction with the language enhance acquisition.

A particularly important finding relates to the teacher's strategy for addressing digital inequality. The teacher recognized that not all students had access to smartphones or stable internet at home. Instead of letting this become a barrier to participation, teacher utilized available school resources such as projectors, laptops, and speakers, and designed activities that could be completed in groups to ensure no student was left behind.

This approach reflects the importance of equitable access which emphasized that technology integration cannot be effective without supporting infrastructure and inclusive planning.[7273] The teacher's proactive use of in-school tools and cooperative learning structures ensured that students with limited access could still benefit from digital resources, reinforcing the principle of fairness in educational practice.

Group-based tasks also allowed students to support one another, fostering a sense of shared responsibility and collaboration. By promoting teamwork, the teacher not only solved practical issues of device access but also strengthened students' social and communication skills. This model of cooperative learning

[72] Juhyun Lee et al., "Smart City as a Social Transition Towards Inclusive Development through Technology: A Tale of Four Smart Cities," *International Journal of Urban Sciences* 27, no. sup1 (January 1, 2023): 75–100, https://doi.org/10.1080/12265934.2022.2074076.

[73] Chima Abimbola Eden, Onyebuchi Nneamaka Chisom, and Idowu Sulaimon Adeniyi, "Harnessing Technology Integration in Education: Strategies for Enhancing Learning Outcomes and Equity," *World Journal of Advanced Engineering Technology and Sciences* 11, no. 2 (2024): 001–008, https://doi.org/10.30574/wjaets.2024.11.2.0071.

through technology is an example of adaptive teaching that responds to classroom realities while maintaining high instructional standards.

Finally, the study found that the use of technology significantly increased student engagement and motivation. The teacher observed that students became more enthusiastic and confident, particularly when using tools like Quizizz, YouTube, and Google Docs. Even students who were usually passive began participating actively, especially during interactive sessions involving media-based learning and group projects.

These observations align with findings by relevant research, who noted that gamification and multimedia tools improve students' emotional connection to learning.[74] The enjoyment and immediacy offered by technology tools made the learning process more enjoyable and relevant. Furthermore, students appreciated receiving timely feedback, which encouraged them to revise their work and engage more deeply with the language.

The teacher's approach also reflects the student-centered learning framework, in which learners are active participants and decision-makers in their own learning.[75] Technology served not only as a delivery method but as a platform for interaction, reflection, and self-expression. The increased confidence and performance observed by the teacher indicate that when used thoughtfully, digital tools can have a transformative effect on language learning experiences.

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[74] Putri Taqwa Prasetyaningrum et al., "Innovation in Interactive Learning Media Based on Visual Design and Gamification to Enhance Student Engagement," *ABDIMAS: Jurnal Pengabdian Masyarakat* 8, no. 3 (2025): 1319–33, https://doi.org/10.35568/abdimas.v8i3.6714.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings of this research, it can be concluded that the English teacher at SMPN 5 Palopo applied a series of well-planned and purposeful strategies to integrate technology into English language learning. These strategies included setting clear learning objectives, selecting appropriate digital tools aligned with instructional goals, designing interactive and contextual activities, maximizing available school resources to address inequality in access, and fostering student engagement and motivation through the use of multimedia and collaborative platforms. The integration of tools such as Quizizz, Google Docs, YouTube, and Padlet not only supported various language skills but also enhanced student participation, confidence, and enthusiasm. Overall, the teacher's approach illustrates that technology, when thoughtfully implemented, can be a powerful tool to improve the quality and effectiveness of English instruction in a secondary school context.

B. Suggestions

1. For English Teachers

It is suggested to continually improve their digital literacy and integrate technology thoughtfully into their lesson planning. Teachers should ensure that the tools used such as Quizizz, YouTube, Google Docs, and Padlet are aligned with specific learning goals and cater to students' varying needs. In addition, designing interactive, collaborative, and student-centered learning activities will help foster

greater student engagement, motivation, and confidence in learning English. Teachers are also encouraged to be flexible and responsive to classroom conditions, especially when addressing limitations in students' access to devices or internet connectivity.

2. For School Administrators and Education Policymakers

It is essential to provide adequate support for the successful implementation of technology in classrooms. This includes supplying infrastructure such as reliable internet access, digital devices, and audiovisual equipment. Furthermore, professional development programs should be provided regularly to enhance teachers' skills and confidence in using technology effectively. Policies should also promote equity in digital learning by ensuring all students have fair access to the necessary tools and resources.

3. For Future Researchers

This research can serve as a reference for exploring similar themes in different contexts. Further research is recommended to examine the long-term effects of specific digital tools on English language proficiency and to compare strategies used across various schools or regions. Researchers may also investigate students' experiences and perceptions of learning with technology to gain a more holistic understanding of its impact in diverse classroom settings.

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APPENDICES

Appendix 1: Research Instrument

PEDOMAN WAWANCARA

Judul Penelitian	**:**	**Teachers' Strategies for Integrating Technology into English Language Learning at SMPN 5 Palopo**
Jenis Wawancara	**:**	**Semi-terstruktur**
Subjek	**:**	**Guru Bahasa Inggris SMPN 5 Palopo**
Tujuan Wawancara	**:**	**Menggali strategi guru dalam mengintegrasikan teknologi ke dalam pembelajaran Bahasa Inggris.**

A. Biodata Partisipan

Nama :

Usia :

B. Pertanyaan Wawancara

Bagian I: Informasi Umum		
No.	**Pertanyaan**	**Jawaban**
1	Berapa lama Anda telah mengajar Bahasa Inggris?	
2	Apa motivasi Anda menjadi guru bahasa Inggris?	
3	Bagaimana pandangan Anda tentang perubahan metode sejak awal Anda mengajar hingga sekarang?	
Bagian II: Penggunaan Teknologi dalam Pengajaran		
4	Jenis perangkat atau platform digital apa saja yang Anda	

	gunakan dalam pembelajaran Bahasa Inggris?	
5	Bagaimana cara Anda mengintegrasikan perangkat atau platform tersebut ke dalam metode mengajar Anda?	
6	Bagaimana Anda menggunakan teknologi untuk mendukung keterampilan Bahasa Inggris siswa (berbicara, mendengarkan, membaca, dan menulis)?	
Bagian III: Strategi Pengajaran		
7	Strategi spesifik apa yang Anda gunakan dalam menggabungkan teknologi ke dalam pelajaran Anda?	
8	Bagaimana Anda memilih perangkat teknologi yang sesuai untuk berbagai aktivitas pembelajaran?	
9	Bagaimana Anda memastikan bahwa siswa benar-benar terlibat dengan teknologi yang digunakan dalam pembelajaran?	
Bagian IV: Tantangan dan Solusi		
10	Tantangan apa yang Anda hadapi saat mengintegrasikan teknologi ke dalam pengajaran Bahasa Inggris?	

11	Bagaimana Anda mengatasi tantangan tersebut?	
12	Dukungan atau sumber daya apa yang Anda butuhkan untuk meningkatkan integrasi teknologi dalam pengajaran Anda?	
Bagian V: Efektivitas yang Dirasakan		
13	Bagaimana pengaruh/efektivitas teknologi terhadap pembelajaran Bahasa Inggris siswa?	
14	Apa tanggapan siswa Anda terhadap pembelajaran yang menggunakan teknologi?	
15	Apakah Anda memiliki pengalaman atau momen tertentu yang menurut Anda menunjukkan keberhasilan penggunaan teknologi dalam pembelajaran Bahasa Inggris?	

Palopo,

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Appendix 2: Instrument Validation

LEMBAR VALIDASI INSTRUMEN

Judul Penelitian	:	**Teachers' Strategies for Integrating Technology into English Language Learning at SMPN 5 Palopo**
Nama Peneliti	:	**Dewi Kartini**
Nama Validator	:	**Devi Ismayanti, S.S., M.Hum**

A. Tujuan Instrument : Instrumen ini bertujuan untuk mengidentifikasi strategi guru dalam mengintegrasikan teknologi pada pembelajaran dalam Bahasa Inggris di SMPN 5 Palopo

B. Petunjuk

1. Silahkan Bapak/Ibu validator memberikan penilaian terhadap setiap butir pertanyaan berdasarkan aspek kejelasan, kesesuaian dengan tujuan penelitian, dan relevansi isi.
2. Beri tanda centang (✓) pada kolom yang sesuai, dan tuliskan saran apabila diperlukan.
3. Pedoman skala penilaian sebagai berikut:

   1 = Sangat Tidak Setuju

   2 = Tidak Setuju

   3 = Netral/ Ragu-ragu

   4 = Setuju

   5 = Sangat Setuju

C. Pertanyaan Wawancara

No	Uraian	Tingkat Persetujuan				
		1	2	3	4	5
1	**Aspek Keterbacaan**					✓
	a. Kalimat mudah dibaca dan tidak menimbulkan ambiguitas.					✓
	b. Struktur kalimat sesuai dengan kaidah bahasa Indonesia yang baik dan benar.					
	c. Pertanyaan sesuai dengan konteks penelitian.					✓

No	Uraian	Tingkat Persetujuan				
		1	2	3	4	5
2	**Aspek Kejelasan**					
	a. Maksud dari pertanyaan mudah dipahami oleh responden.					✓
	b. Tujuan dari setiap pertanyaan jelas dan tidak menimbulkan tafsir ganda.					✓
	c. Bahasa yang digunakan konsisten dan tidak membingungkan.					✓
3	**Aspek Relevansi**					
	a. Pertanyaan sesuai dengan tujuan penelitian.				✓	
	b. Isi pertanyaan berhubungan langsung dengan strategi guru dalam mengintegrasikan teknologi ke dalam pembelajaran Bahasa Inggris.					✓
	c. Pertanyaan dengan konteks penelitian.				✓	
4	**Aspek Isi**					
	a. Pertanyaan mencakup aspek penting yang perlu digali.					✓
	b. Pertanyaan mampu menghasilkan data yang diperlukan untuk menjawab rumusan masalah.				✓	
	c. Susunan pertanyaan logis dan sistematis.					✓

D. Komentar dan Saran Umum dari Validator

Usahakan Bagian 01 strategi pengajaran lebih
disesuaikan.

E. Kesimpulan Validasi

☐	Layak digunakan tanpa revisi
☑	Layak digunakan dengan revisi
☐	Tidak layak digunakan

Palopo, 23 Juni ,2025

Devi Ismayanti, S.S., M.Hum.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B- 1903 /In.19/FTIK/HM.01/07/2025 Palopo, 10 Juli 2025
Lampiran : -
Perihal : ***Permohonan Surat Izin Penelitian***

Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Kota Palopo
di Palopo

Assalamu Alaikum Wr. Wb.

Dengan hormat, disampaikan bahwa mahasiswa (i):

Nama	:	Dewi Kartini
NIM	:	1802020016
Program Studi	:	Pendidikan Bahasa Inggris
Semester	:	XIV (Empat Belas)
Tahun Akademik	:	2024/2025

akan melaksanakan penelitian dalam rangka penulisan skripsi dengan judul: **"Teachers'Strategies For Integrating Technology Into English Language Learning at SMPN 5 Palopo".** Untuk itu dimohon kiranya Bapak/Ibu berkenan memberikan surat izin penelitian.

Demikian surat permohonan ini, atas perhatian dan kerjasama diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 196705162000031002

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SURAT KETERANGAN PENELITIAN
Nomor : 400.7.1/327/SMPN.5

Yang bertanda tangan di bawah ini :

Nama	:	**Drs ARIPIN JUMAK**
N I P	:	19670403 200012 1 002
Jabatan	:	Kepala SMP Negeri 5 Palopo

Menerangkan bahwa yang tersebut namanya di bawah ini :

Nama	:	Dewi Kartini
NIM	:	1802020016
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian kepada kami di SMP Negeri 5 Palopo dimulai 06 s.d 11 Agustus 2025, untuk memperoleh data dalam rangka penyususnan SKRIPSI dengan judul penelitian *"Teachers' Strategies For Integrating Technology Into English Language Learning At SMPN 5 Palopo"*.

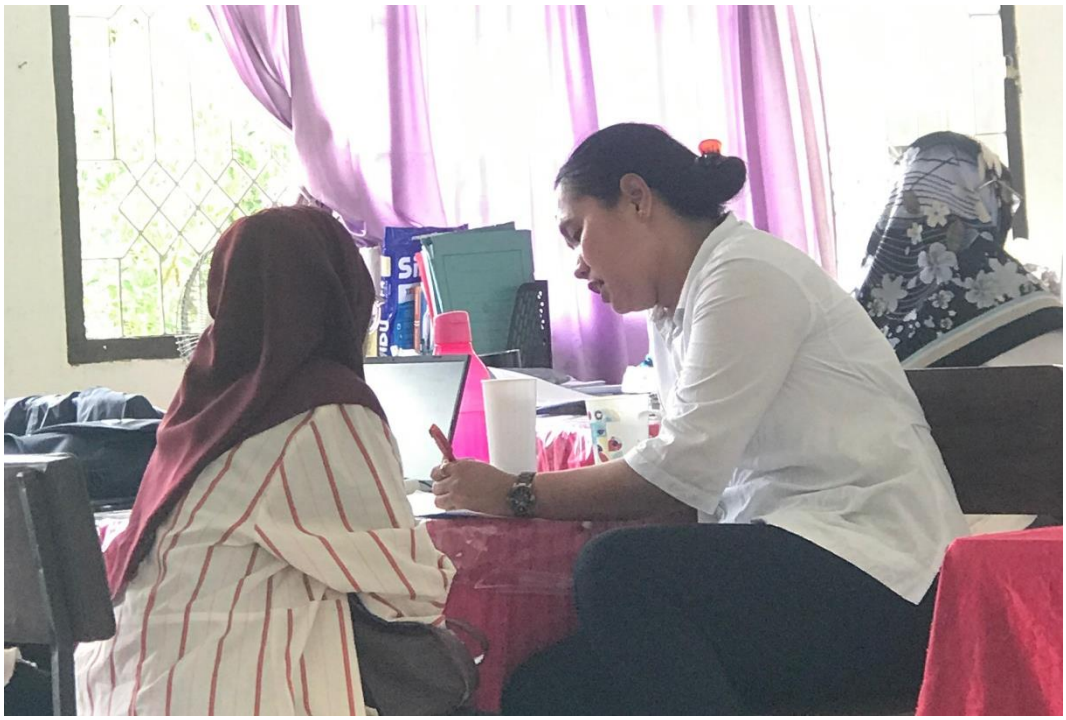
Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 11 Agustus 2025
Kepala Sekolah

PEMERINTAH KOTA PALOPO
SMP NEGERI 5 PALOPO
DINAS PENDIDIKAN

Drs ARIPIN JUMAK
NIP.19670403 200012 1 002

Lampiran 3: Documentation



BIOGRAPHY

Dewi Kartini was born on April 21th, 2000 in Palopo. She is the fifth child of the couple, Suteknyo and Sumiati. When she was six years old, she started school at SDN 92 Karetan in Walenrang, then in the third grade she moved to SDN 41 Batu Putih in Temmalebba and graduated in 2012. After that, she continued studying in Junior High School Number Eight of Palopo (SMPN 8 Palopo) graduated in 2015. Then, she continued her study in Senior High School Number Two of Palopo (SMAN 2 Palopo) and graduated in 2018. She continued again for her degree (S1) at the State Islamic Institute (IAIN Palopo) which has now changed to State Islamic University of Palopo (UIN Palopo). She took an English Study Program at the Faculty of Tarbiyah and Teacher Training. She wrote her thesis **entitled "TEACHERS' STRATEGIES IN INTEGRATING TECHNOLOGY INTO ENGLISH LANGUAGE LEARNING AT SMPN 5 PALOPO."**

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