



Improving English Language Teaching by Integrating Technology Instruction

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Abstract

This research is aimed at finding out how is the implementation of technology-integrated instruction in English language teaching (ELT), the challenges that teacher and students encounter as well as the solutions to those challenges. A qualitative research methodology was employed in this study with a case study design. The interview, observation, and document review were used to get the answer of this research objective. The collected data were analyzed descriptively using an in-depth qualitative analysis. Data from observations had been collected using field notes and then summarized for analysis. The results of document review were summarized in order to help in compiling and analyzing the evaluation findings. The researcher used thematic analysis to analyze the interview data in order to make in-depth interpretation. The results showed that the implementation of technology-integrated instruction in ELT provides satisfaction among teacher and students. There are several benefits, including quick access to information, increased teaching and learning effectiveness, increased student engagement, creativity and enthusiasm. Furthermore, there were several challenges faced by both teachers and students, such as improved learning effectiveness, student engagement, and information accessibility. Despite the challenges, proactive problem solving and collaboration can lead the way for successful technology integration in ELT classrooms, creating an environment conducive to effective learning.

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

Introduction

Technology keeps developing in all aspects of everyday life, including education. In today's education, technology is an excellent tool for facilitating the learning process in the age of digitization (Ahmadi, 2017 & 2019). Moreover, Mohamad et al. (2020) stated that Generation Z learners dominate the twenty-first century, through information and communication technology (ICT) for learning

purposes. Born in the digital age, these generations tend to be proficient at using and participating in social media activities because they do not want to miss out on the most popular information. (Ritaningrum, 2023). In addition, since the outbreak of the Covid-19 pandemic at the end of 2019, teaching and learning activities began to be carried out online from home, the use of technology in education has increased. In online learning, people use the internet and other important technologies to deliver educational materials, assignments, and assessments. As a result, during online teaching and learning, students and lecturers use a variety of digital tools and resources to help them in implementing new approaches in the online classroom (Konig et al., 2020). When talking about technology in teaching and learning, the term 'integration' is used. Technology integration refers to how a lecturer used technology to improve the process of learning and instruction in the classroom, it was one method for improving students' skills and learning (Putri & Mirizon, 2022). It involves the intentional integration of digital technologies such as computer, mobile devices, software applications, online platforms, and multimedia resources to enhance and support instructional practices in a variety of educational settings. Some research has found that integrating technology into language teaching and learning has advantages and disadvantages (Rintaningrum, 2019). Using technology in language teaching and learning gives both students and teachers the opportunity to learn and experience new things (Merzifonluolu & Gonulal, 2018). Ghavifekr et al. (2016) discovered in their study that technology integration improves student motivation and increases student confidence. Because of its importance in language learning, pedagogical knowledge of technology integration in the language classroom is a competency that educators in the twenty-first century must have and must be heavily emphasized in teacher training programs and professional development (Nugroho & Mutiaraningrum, 2020).

Globalization has made learning a foreign language important in the twenty-first century. In line with Pandaya and Joshi (2022), English is one of the most commonly 'learned' foreign language in the world. The use of technology in the classroom has become an important part of the learning process. Effective ELT employs a variety of instructional strategies to help students develop the four language skills of listening, speaking, reading, and writing. Hence, teachers work to create an engaging and supportive learning environment in which students can actively participate in meaningful communication and language practice. Some

researchers have proven that technology could help the learning process. According to Kessler (2018), technology allows teachers to create and adapt classroom activities to improve the language learning process. In accordance with Glasset and Schrum (2009), effective integration of technology in the classroom helps students improve their attitudes toward teaching and learning, their level of achievement, and their understanding of curriculum content. Bull and Ma (2001) stated that technology provides unlimited resources for language learning and instruction. It helps both teachers and students in facilitating language learning. Many authentic materials can be provided to learners using technology and motivating them to learn language (Ahmadi, 2018). Thus, technology plays an important role in encouraging learner activities and has a significant impact on teachers' teaching methods. Teachers realize the importance of integrating technology and digital learning in the classroom in this twenty-first century because the use of technology in ELT is a demand now. Moreover, teachers will never be able to keep up with technology if they do not use it in their classrooms. As a result, it is important for teachers to have a thorough understanding of these technologies when teaching language skills (Solanki & Shyamlee¹, 2012). In line with the above researches, it can be concluded that integrating technology in language teaching can provide opportunities for students and influences on the teaching processes as well as influence the teaching processes and methods used by teachers and lecturers.

There are several benefits of implementing technology in English language teaching. Some research has found that integrating technology into language teaching and learning has both positive and negative effects (Gilakjani, 2014 & Rintaningrum, 2019). According to Merzifonluolu and Gonulal (2018), using technology in language teaching and learning provides great chances for both students and teachers to learn and experience something new. Furthermore, integrating technology into the English language classroom enhances students' motivation, confidence, and interest in learning a foreign language (Ghavifekr et al., 2016). Therefore, Santhosh and Meenakshi (2015) recommend to use of technology in the classroom because it can improve cognitive skills and abilities. In spite of the benefits of integrating technology into English learning, there are some challenges or obstacles in implementing technology in ELT that must be overcome. Nugroho and Mutiaraningrum (2020) stated that teachers are frequently constrained by a variety

of constraints, such as limited resources, an inflexible school curriculum, and institutional support. Additionally, a lack of time, access to technological resources, difficulty operating the tools, and insufficient teacher training (Becta, 2004). In summary, technology can be a useful tool in ELT, but it must be used effectively in in such a way alternatives, instead of replaces the teaching and learning practices. Eventually, there must be solutions to overcome those challenges.

According to the previous study conducted by Putri and Mirizon (2022), there were two kinds of challenges in technology integration in teaching and learning activities, namely extrinsic and intrinsic challenges. Extrinsic challenges include access, time, support, resources, and training, whereas intrinsic challenges include attitude, trust, exercise, and resistance. Furthermore, there are some strategies to overcome challenges in using technology in English language teaching such as providing training, valuing technology, providing a clear objective, changing mind sets, promoting lifelong learning as well as promoting a new culture of learning. In addition, the research conducted by Rintaningrum (2023) also mentioned the benefits and challenges in implementing the technology in ELT. Some benefits of integrating technology in the classroom are learners can practice online quizzes or tests, improve scores in English tests, learn another foreign language, do some collaborative learning, encourage independent learning, have opportunities to write, speak, listen, and read in English, do online learning, get online references, obtain the latest information, translate, have opportunities to use multi-media presentation as well as demonstrate new method of teaching. Meanwhile, some challenges in technology integration are type of technology used, the rapid changes of technology development, the number of classes taught, class size, cost, time, age, lecturers' workload, ability to use technology as well as availability the technology to use.

Based on the background describe above, the research questions are how is the implementation of Technology-Integrated Instruction in ELT?, what are the challenges in the implementation of Technology-Integrated Instruction in ELT ?, and what are the possible solutions to meet the challenges in the implementation of Technology-Integrated Instruction in ELT?. This research is conducted to found out the implementation of Technology-Integrated Instruction in ELT, the challenges in its implementation as well as the possible solutions to meet the challenges. It is important to conduct the study regarding technology integrated instruction in ELT

because of its importance in language learning, pedagogical knowledge of technology integration in language classroom is a competency that educators in the twenty-first century must have and implement it in English language teaching (Nugroho & Mutiaraningrum, 2020). The aims of this research are to find out how is the implementation of technology-integrated instruction in ELT, the challenges that teacher and students encounter as well as the solutions to the challenges.

Research Methodology

A qualitative research methodology was employed in this study with a case study design. According to Tracy (2013), qualitative research is a method for investigating, exploring, and understanding the meaning given by individuals or communities to a social or human problem. This research is classified as qualitative because this study focused on a detailed investigation about the implementation of technology-integrated instruction in ELT as well as the potential challenges and solutions to those challenges. Furthermore, case study research was defined as a methodology, a type of design in qualitative study, and most likely an object of study as well as a product of the inquiry (Creswell, 2014). Therefore, the researcher found the perspectives and opinions to answer the research questions that will be discovered through the case study to get a complete explanation of the phenomenon.

The principle, teacher and students are needed as the subject of the study. In observation, the participants included all students in grade 9A and 9B so did the teacher. According to Creswell (2012), observation is the process of gathering open-ended, original information by observing participants and placing them at the site of research. The researcher conducted non-participant observation by observing the class without participating or playing an active role in the situation. The researcher chose this type of observation to find out how the facts and situations actually occurred in the classroom. The researcher joined the class meeting and paid full attention to get more detailed information related to the implementation of technology in the classroom through observation, which will be difficult to obtain through other methods. The researcher observed the teaching and learning process in the classroom to find out how technology is integrated.

The participant for interview this study consisted of the representative of ninth-grade students from each ninth-grade classrooms that consist of 9A Class and 9B

Class. They were one student from the upper rank and one student from the lower rank which have experienced the implementation of technology during the lesson, the principal of the school and 1 English teacher who taught the ninth grade and has implemented the technology integrated instruction in ELT. Purposive sampling was employed for this research. According to Ritchie et al (2014), in the purposive sampling the participants are identified according to specific criteria and characteristic that the researcher can decide in order to answer the research questions. In qualitative research, interviews are one of the strategies for collecting data by asking participants about their perceptions, experiences, and beliefs about a research phenomenon (Lambert & Loisselle, 2007). The researcher conducted a semi-structured interview. The interview aimed to answer research questions. It was conducted in Indonesian to ensure that participants understood it then transcribed into English. The researcher collected primary data using a smartphone voice recorder and then created a script. The principal was asked three questions about technology-integrated instruction implementation, the technology used, and the duration of the implementation. Students and teachers were asked five questions regarding implementation, challenges, and solutions. Furthermore, the researcher also used document review to collect the data. According to Bowen (2009), Document review is the process of collecting and interpreting relevant documents for research purposes. In this research, the researcher reviewed the school policy, curriculum, syllabus, lesson plans and textbook or workbook.

The collected data were analyzed descriptively using an in-depth qualitative analysis. Data from observations had been collected using field notes and then summarized for analysis. This data was collected for clarity before being compared and analyzed with interview data. To analyze the interview results, the researcher used thematic analysis to analyze the data in order to make in-depth interpretation. According to Alhojailan (2012), thematic analysis is a type of qualitative analysis that is used to analyze classifications and current data-related themes. There are six stages in the data analysis process by analyzing it in thematic analysis (Creswell, 2013). Then, the results of document review were summarized in order to help in compiling and analyzing the evaluation findings.

Findings and Discussion

Findings

The findings of the study include the result of interview, observation, and document review.

1. Results of the observation and interview

Based on the observations, the researcher discovered that both teachers and students are enthusiastic about digital learning. The researcher noticed that technology had been implemented in the classroom from the beginning to the end of the learning process.

1.1 Digital devices to support the learning process.

This school has been implementing technology-integrated instruction in the teaching and learning process for the last three years, which is known as Digital Classroom. This school utilized the iPad's digital functions to help students learn more effectively. This device is always used by students and teacher to facilitate the learning process in the classroom. Teachers at this school are required to use an iPad provided by the school for the teaching and learning process, and students are required to have their own iPads to use for learning. According to Musyafa, et.al (2022), the learning process using digital devices as learning media is considered very effective, efficient, and easy to use by teachers and students in the process of delivering material and the process of academic assessment of students by teachers. With digital devices, both teachers and students can present or explain material easily. In accordance with the interview results, the teacher also said that the implementation of technology in teaching and learning is very effective and helpful. Not only effective in terms of use, digital devices used in the learning process also have efficiency in terms of time.

In the interview, the students expressed the opinion that the use of iPads in the learning process in class really saves time in receiving material, finding material sources, doing and collecting assignments and so on. In addition, one of the student said that since the use of ipad in learning process, they don't need to carry a lot of books in their bags to school. Teachers also feel the same way, where digital devices used are very efficient in terms of collecting and summarizing learning materials, controlling student learning, and doing the evaluation process.

1.2 Applications used in learning process.

There are many accessible applications and websites that can be used for teaching and learning purposes. As technology is evolving rapidly, it is important to be aware of its development in particular, especially the development of applications that can be used in the field of ELT (Jati, 2018). The following applications are used to support the teaching and learning process and their uses:

Whatsapp

WhatsApp is one of the most popular social media used by Indonesian people. Almost all people use WhatsApp as their daily social media (Khusaini et.al., 2017). In the context of the teaching and learning process, WhatsApp can help the students to interact with each other by using English whenever and wherever (Mannong, 2020). According to the interview and observation result, the teacher and students only use Whatsapp to confirm about the assignments in their group class due to the students are not allowed to bring phone to school.

Google classroom

Google Classroom is available to anyone with Google Apps for Education, a free productivity tool including Gmail, Drive, and Docs. This application provides a set of powerful features that are ideal tools for teachers to use with students (Mannong, 2020). Based on the findings, this application is one of the must-have apps for students. It helps teacher to share announcement and organize the assignment. This application can be accessed by all students or individual.

E-learning or LMS (learning management system)

E-learning terminology involves a lot more than virtual learning, networked learning, web-based or networked learning, and online learning. In term of e-learning or ICT, one of the software applications used in teaching and learning process is called as LMS (Naidu, 2006). Based on the observation and interview result, the school has used e-learning or LMS. It is a local e-learning for students of Al-Azhar (salam Al-Azhar). It is eighty percents used by the teacher to give materials or assignment, for summative and formative assessment, and e-raport.

Youtube

Youtube has been used widely by many people with different backgrounds, of those is learner. It becomes the best perspective in English education since it has become a very important instructional tool in nowadays classroom (Ogirima et al., 2021). From the observation results, teacher used this application depend on the

material that will be delivered. The teacher sometimes ask the students to do literacy by watching youtube about the topic that will be discussed.

Google form

Google Forms are a component of the Google Docs service. Teacher and students can use Google Forms to make surveys, quizzes, or event registration sheets. A Google form can be considered by teachers as a learning evaluation instrument and as an alternative to making online questions (Thohir & Muslimah, 2020). It relates to the findings, showed that the teacher used google form to make questions for pretest or quiz.

Quizzes

Quizizz is an online quiz platform where students compete against each other for points. Teacher can create their own quizzes or choose quizzes from libraries including other quizzes created by other educators (Pertiwi, 2020). It helps students achieve quiz appreciation, activity engagement, improved learning motivation and academic achievement. The teacher used quizzes in order to give the daily quiz or daily assessment for the students.

Canva

One of the applications used in developing student creativity is the Canva application. Canva is an online graphic design tool which offers a variety of premade designs for creating presentations, posters, brochure, blog graphics, and more (Haake, 2021). Based on the observation, the students used this application to create the assignments given by the teacher. In this application they can use available templates or make their own creations.

Wordwall

Wordwall is an application that can be used to create interactive learning media. Wordwall is a web-based application that can be used to construct learning materials such as assessments, matchmaking, pairing, anagrams, random words, word searches, and classification, among others. Based on the findings, the teacher used wordwall application to give daily quiz or daily assessment and assign the materials.

Microsoft power point

According to the findings, the teacher used power point in order to create materials that will be delivered to students. The use of interactive PowerPoint can help a teacher to explain material to participants more easily so that the

transformation of knowledge can run better and smoother. Therefore, PowerPoint may be employed as a productive and expert learning media tool during the teaching and learning process.

In conclusion, there are various applications used in the teaching and learning process. From WhatsApp for communication and interaction to Google Classroom for organization and assignment management, and from YouTube for supplementary learning materials to Google Forms for assessments, each application serves a distinct purpose. Additionally, tools like Canva and Wordwall enhance student creativity and engagement, while Microsoft PowerPoint helps in delivering interactive presentations. Overall, the integration of these applications offers flexibility and effectiveness in supporting both teachers and students throughout the teaching and learning process. The teacher and students teachers and students can use one of these applications or use some of them according to the material prepared by the teacher.

2. Digital books to support the learning process.

Not only digital applications, the teacher also use e-book and teaching module as media in teaching and learning process. E-books are the electronic version of a printed book that can be read in digital form, consisting of the text, images, or both readable on the flat-panel display of computers or other electronic devices (Almunawaroh, 2022). Based on the observation and interview results, there are two e-books used by the teacher:

- a. Pesona Edu (pub. Bumi Aksara)
- b. Teaching module

Mostly teachers design a module that fits their student needs to optimize the learning outcomes. The teacher is necessary to develop the efficient teaching materials for optimizing the learning activities for the students (Chantarasombat & Rooyuenyong, 2020). In line with this statement, the teacher also developed the teaching module based on the current situation of the learners

To conclude, besides the use of applications to support the learning process, the teacher is also integrate the digital tools like e-books and teaching modules into the teaching process. It was mentioned that the use of e-books, particularly "Pesona Edu" and teaching modules, to fulfil students' needs and improve learning outcomes.

3. School facilities as a supporting factor for digital learning

The teacher and students are able to maximize the use of the facilities provided by the school for teaching and learning process. To support digital learning, schools must have provided the facilities and certainly each class is equipped with good internet by using a wifi network. Facilities provided by the school include a projector, LCD, Apple TV, whiteboards, speaker, wifi, air conditioner and other facilities. The projector is always used to facilitate the teaching process for share screen. Each class is also provided with speakers so that teacher no need to bring Bluetooth speaker or other devices when giving materials to students. Furthermore, the use of digital devices with facilities available in the classroom can provide convenience for teachers and students in learning.

Not only facilities as a supporting factor in technology-integrated instruction, the use of innovative learning media based on information technology is also the supporting factor in technology-integrated instruction. The use of innovative learning media and an interesting appearance of the material will increase students' motivation in learning, keep students focused and improve learning outcomes. In addition, Before the class began, the teacher usually explains the procedures for using media or application so that the students do not feel confused or have any difficulties in learning process These statements are accordance with the results of observations and interview.

To sum up, the school facilities provided should be effectively utilized to enhance the teaching and learning process, especially in supporting technology-integrated instruction. This emphasizes the importance of schools providing the necessary facilities such as good internet connectivity, projectors, speakers and digital devices to facilitate teaching. In addition, the integration of innovative learning media based on information technology is noted as an important factor in improving technology-integrated teaching, as it can increase student motivation, maintain focus and improve learning outcomes.

2. Results of the document review

There were five kinds of documents that observed by the researcher to find out the implementation of Technology-Integrated Instruction in ELT at SMP ISLAM AL-AZHAR 33 Palembang. The documents were the school policy, lesson plan,

assessments, students' tasks, and textbooks/workbooks. The result of this documentation data highlighted some of the data gathered by the interview and observation. All the documents supported the use of technology-integrated instruction in ELT at SMP ISLAM AL-AZHAR 33 Palembang.

First, the school's policy. Based on the document review, the researcher found out that the teacher and students are required to use an ipad and other technology to support the teaching and learning process in the classroom in accordance with the school's mission which mentions Achieving an education system that relies on IMTAQ and Science and Technology.

Second, the lesson plan. Based on the information and observation that have been made, the lesson plan were already integrated with technology. The teacher only have to create or adapted it on the ipad or laptop they have and print it out or just share it to the students via google classroom or LMS. As well as the media, tools, and learning sources written in the lesson plan have been integrated with technology.

Third, the assessment. Based on the information of the interview and observation, the teacher didn't use paper anymore (paperless) to assess the students. The teacher entered it all online. For summative and formative assessments teacher used the LMS in the form of an official website (Salam Al Azhar). The teacher input grades into the LMS as well as input the report paper into the LMS (Salam Al Azhar) which called C salam. For daily assessments, teacher usually input the grades from google classroom.

Forth document was students' tasks. Based on the observations in the classroom, mostly the students' tasks were in the form of presentation which done by the students using their ipad. In accordance with the observation in the classroom conducted on 31st January 2024, the students were asked to create a short story of narrative text. The students created a comic strip using canva in their own ipad, then the students presented it in front of the classroom.

The last document being observed was the textbook or workbook used by the teacher and students. Based on the interview conducted with the teacher, the textbook used by the teacher and the students were two e-books that consist of Pesona Edu (primary) and teaching module which made by the teacher.

Based on all the documents review, it can be concluded that all the data that researcher got from the interviews and class observations highlighted the data from

the documents. The results showed that SMP ISLAM AL-AZHAR 33 Palembang is indeed integrated with technology and has implemented the technology to support the teaching and learning process in the classroom.

Discussion

Implementation of Technology-Integrated Instruction in ELT

Based on research findings regarding the implementation of technology-integrated instruction in ELT, the teacher and students expressed their satisfaction with the use of technology in ELT. To get the answer of this research objective, the interview, observation, and document review were used. Based on the findings on interview, the researcher asked to investigate the implementation of technology-integrated instruction in ELT and the researcher could conclude that teaching and learning by using technology is effective and give some benefits for teaching and learning process. The teacher and students responses showed that the use of technology-integrated instruction in ELT have positive impacts in its implementation. There are several positive impacts mentioned by the teacher about the implementation of technology in ELT, they are the quick access which helped students to find and access the information easily from any sources, making teaching and learning more effective, then the students become more active, creative, interested and enthusiastic in literacy and learning. Furthermore, according to the students, the implementation of technology in learning process was very helpful, effective, and practical. Using technology in the classroom was a good facility to support the learning process and to expand their knowledge. The result related to the study conducted by Larsen-Freeman and Anderson (2011), stated that with the assistance of technology, the learners of the English language are able to find many authentic materials that are useful for learners to improve their language competence. Additionally, Kirkwood and Price (2016) found that integrating technology in the classroom is able to improve the use of technology for teaching and learning and to improve the learning of foreign language skills through technology (Altun, 2015).

During the classroom observation, the researcher noticed that the teaching and learning process run well. The teacher and students used technology in teaching and learning process start from beginning until the end of the learning process due to the digital program in this school is a superior program, the implementation of the

technology in the classroom become a mandatory. The technology used in the classroom, there are ipad which students have each as well as the teacher has the ipad provided by the school, various applications, apple tv, projector for share screen, internet, and many others. In addition, the data from document review also showed that the implementation of technology-integrated instruction in this school was good. The school policy, lesson plan, assessment, students' tasks, and textbooks or books, have been integrated by technology. The results explained above were in line with the research findings by Karsenti and Fievez, 2013 which found the technology allows performing a variety of tasks in the classroom which can make the classroom interaction be more interactive. In addition, Technology in the form of multi-media is able to improve students' learning motivation and attention (Passey et al., 2004; Shyamlee & Phil, 2012). Moreover, integration technology in English language classroom improves students' motivation, confidence (Ghavifekr et al., 2016) and students' interest in learning foreign language (Elvi, 2017). Therefore, the use of technology in the classroom is recommended because the use of technology in the classroom can improve cognitive skills and abilities (Santhosh & Meenakshi, 2015).

Challenges in the implementation of Technology-Integrated Instruction in ELT

To answer the second research question regarding the challenges in the implementation of technology-integrated instruction in ELT, interview was used by the researcher as the instrument. The result from interview showed that there were several challenges faced by both teacher and students in implementing technology-integrated instruction in ELT. Generally, distractions were one issue commonly encountered by both teacher and students when implementing technology in teaching and learning process. Learning by using technology triggered the students to play games or access their social media during the learning process and make them unfocused to study. Furthermore, due to the use of technology in whole lessons where the students always do everything through their ipad, the students were not used to writing on paper for example writing data or assignments that must be manually (written). In addition, due to the quick access in using technology during teaching and learning process, it was utilized by the students to access other applications during daily exercise or exam. For instance, when translating something they can easily translate it by using Google Translate, AI,

Chatgpt, and others. Meanwhile, the challenges faced by students there were the varied assignment from the teacher and understanding the lessons were the main challenges in implementing technology-integrated instructions in ELT. Based on the interview, some students mentioned that the assignments given by the teacher became more varied from various levels of difficulty and various applications used, sometimes it makes them do not understand what should they do with the assignment. Moreover, some students mentioned that sometimes they did not understand the materials or assignments given by the teacher due to lack of vocabulary mastery. This statements in line with the study that was conducted by Putri and Mirizon (2022), one of the intrinsic barriers in integration the technology faced by lecturers and students is the disturbance, where the students did not focus in learning due to they have disturbance.

Solutions to the challenges in the implementation of Technology-Integrated Instruction in ELT

The last research question also used interview as the instrument. From the result of the interview, the researcher found the solution to the challenges in the implementation of technology-integrated instruction in ELT. There were several solution such as using screen time protection, direct monitoring or through CCTV, posting the digital rules, and give students the opportunity to write by hand so that they do not become lazy to write by hand since they are used to the ipad. To solve the distractions problem and the easy access for students to use various apps during the lessons, the teacher used screen time protection. Besides screen time protection, the teacher also used direct monitoring or through CCTV provided by the school for each class. In addition, the digital rules made by the school and posted or shared to the students in order to encourage them to obey the rules that have been given. Meanwhile, the solutions mentioned by the students there are make a plan or set an alarm, utilize the internet and various applications, and worked with a group with friends. To overcome the distractions, the students make a schedule or plan to do their homework or assignments and set an alarm so that they do the assignments well and on time. In addition, the students usually utilized the internet and various applications to find the information as much as needed, and if they were in problem with translating words or sentences they did not know, the would use applications such as google translate and so on. Moreover, they worked with a group or worked

together with their friends if they did not understand the assignments given from the teacher. Therefore, teachers have an important role to make sure technology integrated instruction in their classroom can run well without any obstacles. In spite of the challenges mentioned previously, the teacher and students should have initiative to solve the problem they faced. They provided the solution for the problem quite well. The teacher could overcome the problem by working with the school's IT teacher and using restriction code for students' ipad (Sari, 2023). Furthermore, well-planned technology integration involves technology professional development, continuing support, and cooperation among teachers (Ciampa & Gallagher, 2013).

Conclusion and Suggestion

Based on the findings and discussion above, it can be concluded that the implementation of technology-integrated instruction in ELT provides several benefits that both teachers and students recognize, such as improved learning effectiveness, student engagement, and information accessibility. However, this integration does not come without its challenges. Distractions, varied assignments, and understanding difficulties appear as common challenges for both teachers and students. Fortunately, several solutions have been proposed to deal with these problems. To prevent over-reliance on digital devices, strategies such as screen time protection, direct monitoring, the establishment of digital rules, and encouraging handwritten tasks should be implemented. Students also provided strategies for addressing these challenges, such as setting alarms, using internet resources, and collaborative learning. Teachers must play an active part to ensure the smooth implementation of technology-integrated instruction, with support from IT professionals and ongoing professional development. Despite the challenges, proactive problem solving and collaboration among teachers and students can lead the way for successful technology integration in ELT classrooms, creating an environment conducive to effective learning.

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