



Technology-Based and Contextual English Learning Practices in a Tenth-Grade Classroom in Bengkayang

Okta Kristiani^{1*}, Desi Sri Astuti², Dian Shinta Sari³

¹⁻³English Education Study Program, Universitas PGRI Pontianak, Indonesia

*Corresponding Author: oktakristiani14@gmail.com

Abstract. In the era of digital technology transformation, the importance of implementing English learning that integrates technology-based and contextual learning to increase student engagement, motivation, and understanding. This study examined the implementation of technology-based and contextual English learning practices in tenth grade and investigated students' experiences with these practices. The study was conducted using a qualitative case study design. Data collection involved classroom observations, interviews, and document analysis. One English teacher and tenth-grade students from a senior high school in Bengkayang participated in this study. Qualitative data analysis techniques were employed to analyze the data, including data condensation, data display, and conclusion drawing. The results of the study indicate that technology has been integrated into the learning process through PowerPoint, YouTube, Zep Quiz, Padlet, and Google Forms. The learning also applies the principles of CTL by connecting the Fractured Fairy Tales material with students' real-life experiences. The implementation of technology and contextual learning increases student engagement, motivation, collaboration, and interaction during learning. Even though there are several obstacles, such as technical problems and limited internet access, learning continues to run effectively. Thus, technology-based and contextual English learning can create a more interactive, meaningful, and student-centered learning environment.

Keywords: Contextual Learning; Digital Technology; English Learning; Student Engagement; Student Motivation.

1. INTRODUCTION

The fast-paced evolution of technology has reshaped educational practices, particularly in English language education. Technology enables teachers to deliver materials through various digital tools and helps students interact, collaborate, and actively engage in learning activities (Mofareh, 2019; Taufiq & Megawati, 2023). According to Zainuddin (2023), technological resources help teachers tailor learning activities to students' needs. Therefore, it is important to explore technology-based English learning practices integrated with contextual approaches applied in the tenth grade and understand students' learning experiences.

In the context of English learning at SMA Negeri 1 Bengkayang, technology has been integrated into classroom instruction through various digital tools and platforms. The teacher utilizes several digital platforms, including PowerPoint, YouTube, Zep Quiz, and Padlet, to support instruction, assessment, and collaborative learning activities. The implementation of technology-based learning media can provide engaging and interactive student learning experiences, encourage active participation from both teachers and students, and support a conducive learning environment (Sari et al., 2024). Similarly, Fawziyah (2025) stated that using technology in learning is not easy for teachers, but requires greater readiness and effort in facing technical and pedagogical challenges. This condition indicates that the success of technology-

based learning depends not only on the availability of devices but also on pedagogical capacity and contextual adaptation (Liu et al., 2023).

Previous studies have highlighted the benefits of technology integration in English language learning. Indahtriyan (2025) found that technology integration into English classes can improve students' critical thinking and communication skills through context-based practices. Research by Napitupulu et al. (2025) demonstrated the positive impact of technology-based teaching methods on students' speaking skills in rural high schools, but the study focused on measurable skill improvements rather than a comprehensive exploration of the dynamics of contextual teaching. Thus, there remains a research gap because previous studies focused more on learning outcomes than on the implementation process in the classroom. Furthermore, limited research has explored how technology-based English learning is integrated with contextual learning practices in students' real-life situations, particularly at the senior high school level in Bengkayang. Unlike previous studies that primarily focused on learning outcomes, this study examines the implementation of technology-based contextual English learning practices and students' experiences within the classroom setting.

The novelty of this study lies in its comprehensive examination of technology-based and contextual English learning practices in a senior high school in Bengkayang. It investigates not only how technology and contextual learning are integrated into classroom instruction but also how students experience these learning practices. By combining an analysis of classroom implementation with students' experiences, this study provides a deeper understanding of how technology-supported contextual learning is enacted in English language education.

Based on the preceding discussion, this study seeks to examine technology-based and contextual English learning practices in a tenth-grade classroom. Specifically, this study addresses two research questions: How are technology-based and contextual English learning practices implemented in a tenth-grade classroom? and how do students experience the implementation of technology-based and contextual English learning practices in the classroom?. Therefore, this study aims to examine the implementation of technology-based and contextual English learning practices and investigate students' experiences. The study provides theoretical and practical insights into effective, contextual, and meaningful English-learning strategies in the digital era.

2. LITERATURE REVIEW

Technology-Based Learning

Technology-Based Learning is an approach that utilizes digital technology as the primary medium to support the learning process, to make it more interactive, effective, and flexible (Juniarti & Sulastika, 2024). In this approach, technology-based learning is carried out through the use of digital platforms, multimedia, and authentic learning resources so that students are actively involved in the learning process.

In a technology-based learning environment, various digital platforms and tools can be utilized to support various learning objectives. Padlet is known as a collaborative digital platform that allows students to share ideas, multimedia content, and feedback in real-time, thus encouraging interaction and collaborative learning (Prasetyo et al., 2024). Similarly, Quizizz and similar platforms such as ZEP Quiz serve as digital assessment tools and gamification-based learning that increase student engagement, motivation, and participation through interactive quizzes and immediate feedback. Furthermore, applications such as Google Forms, Microsoft PowerPoint, and YouTube serve as digital learning tools that facilitate assessment, content presentation, and access to educational multimedia resources (Khotimah et al., 2026). The implementation of this technology can increase flexibility, accessibility, collaboration, and student engagement in the learning process.

Contextual Teaching and Learning

The use of technology in learning needs to be integrated with real-life contexts to make learning more meaningful. The CTL approach is relevant for use in the learning process. CTL is a learning approach that emphasizes student involvement in connecting learning materials with real-life contexts so that language is understood as a means of communication in authentic situations (Tari & Rosana, 2019). The contextual learning aspect emphasizes meaningful learning through authentic experiences, social interaction, collaboration, and reflection (Budiarto et al., 2025). Furthermore, Sabudu (2025) also emphasized that CTL has been widely used in educational research because it can increase student engagement cognitively, emotionally, and behaviorally in the learning process.

Technological Pedagogical Content Knowledge (TPACK) Framework

The integration of technology in educational practice can be viewed through three main aspects: teachers' technological knowledge, pedagogical strategies in the use of technology, and the alignment between technology and subject content, as conceptualized in the Technological Pedagogical Content Knowledge (TPACK) framework (Jibril & Shittu, 2023). The TPACK framework explains that effective technology integration requires

teachers to combine technological knowledge, pedagogical knowledge, and content knowledge in designing learning activities. Rather than viewing technology as a separate component, TPACK emphasizes the interaction among these three domains to support meaningful instruction. Therefore, in this study, the TPACK framework is used as a foundation for understanding how teachers combine technological knowledge, pedagogical strategies, and English content when implementing contextual learning activities in the classroom.

Integration of Technology-Based Learning and CTL

In line with technological developments, the application of technology-based learning not only functions as a tool in the learning process but can also be a means to connect learning materials with students' daily experiences. According to Perales and Ulla (2025), learning will be more meaningful when technology is integrated with students' real-life contexts in learning activities. In the context of English learning, the use of digital platforms can help increase student interest and engagement in the learning process (Pratama & Sunarti, 2024). This result corresponds with the view of Yodika et al. (2025), who maintained that effective English teaching requires educators to embrace ongoing technological developments by employing a range of digital resources and interactive learning technologies. Meanwhile, CTL helps students understand the material by connecting learning materials with real-life situations experienced by students (Alfian, 2019). Thus, the integration between technology-based learning and the CTL approach can complement each other, so that students' learning experiences are not only interactive but also meaningful and can increase student engagement and motivation in learning English.

Several previous studies have examined the integration of technology and contextual learning in English language education. Napitupulu et al. (2025) primarily focused on measurable improvements in students' speaking skills rather than providing a comprehensive exploration of how technology-based and contextual learning practices were implemented in the classroom. Similarly, Tuljannah et al. (2025) examined students' interest in technology-based learning but did not delve deeply into how contextual learning was integrated into classroom interactions. Despite these findings, limited studies have comprehensively examined how technology-based learning and contextual teaching practices are implemented simultaneously in English classrooms and how students experience these practices. Therefore, this study builds on these previous findings to examine the implementation of technology-based and contextual English learning practices and students' experiences in a high school context.

Based on the theories discussed above, technology-based learning provides opportunities for interactive and flexible learning experiences, while CTL encourages meaningful learning by connecting classroom content to students' real-life situations. Integrating these approaches can support student engagement, participation, and authentic language use. Additionally, the TPACK framework facilitates an understanding of how teachers bring together technological resources, instructional strategies, and subject matter knowledge to support contextualized English language learning.

3. RESEARCH METHOD

This research used a case study research design with a qualitative approach. According to Cohen et al (2018), a case study is research that focuses on the in-depth exploration of a phenomenon, aiming to provide a holistic and detailed understanding of the phenomenon. The research was undertaken in a tenth-grade setting at SMA Negeri 1 Bengkayang, involving one English teacher and tenth-grade students who participated in the study. The English teacher responsible for teaching the observed classroom also participated in the interviews and served as a key informant because of her direct involvement in implementing technology-based and contextual English learning practices.

Approximately 10 students from two classes were selected through purposive sampling to participate in the interviews, consisting of five female and five male students. Student selection was based on the English teacher's recommendations, as the teacher was considered to have a comprehensive understanding of the students' characteristics, participation, and learning experiences during technology-based and contextual English learning. The recommended students were considered capable of providing relevant, in-depth, and information-rich data regarding the phenomenon under investigation. This participant selection procedure is consistent with purposive sampling, which emphasizes the selection of information-rich participants who can provide a deeper understanding of the research phenomenon (Patton, as cited in Creswell, 2012).

The researcher used classroom observations, semi-structured interviews, and document analysis to obtain the necessary data. Classroom observations focused on identifying and describing the implementation of technology-based and contextual English-learning practices across learning activities. Data collection in qualitative research can continue until no new themes emerge and the data reach saturation (Creswell, 2012). The observation sheet comprised 40 indicators across ten aspects, including technology integration, contextual

learning practices, student engagement, interaction, collaboration, learning atmosphere, and implementation challenges.

The researcher conducted semi-structured interviews with teachers and students to gain a deeper understanding of participants' experiences. According to Chand (2025), semi-structured interviews combine predetermined questions with flexibility through follow-up questions and open-ended discussions. The interview guide consisted of ten questions for English teachers and ten questions for students. Teacher interviews focused on technology implementation, contextual learning practices, assessment, and challenges in classroom teaching, while student interviews explored student experiences, motivation, participation, collaboration, and perceptions of learning English through technology and contextual activities.

Document analysis was used to collect and analyze relevant documents related to the teaching and learning process. The documents analyzed included lesson plans, PowerPoint presentations, YouTube video links, and Zep Quiz activities used during classroom instruction. To collect data, the researchers used three instruments: observation sheets, interview guides, and document analysis checklists. These instruments were used to record classroom activities, guide the interview process, and organize the collected documents.

The trustworthiness of this research was guided by Ahmed (2024) framework, which encompasses credibility, transferability, dependability, and confirmability. To enhance credibility, the researcher employed both source and method triangulation by examining the consistency of data gathered from classroom observations, interviews, and supporting documents. Transferability was strengthened through detailed descriptions of the research context and participants. Furthermore, dependability and confirmability were ensured by carefully documenting each stage of the research process and by basing the findings and interpretations on empirical evidence obtained during data collection. The data analysis in this study uses the qualitative data analysis model from Miles et al. (2020), which includes data condensation, data display, and conclusion drawing and verification. Data condensation is carried out by selecting, simplifying, and grouping data obtained from interviews, observations, and documentation. Next, data are displayed in narrative form, tables, or matrices for easier understanding and analysis. The final stage, conclusion drawing and verification, is carried out by drawing and verifying conclusions based on the patterns and findings obtained so that the research results can be accounted for.

4. RESULTS AND DISCUSSION

This research was conducted at SMA Negeri 1 Bengkayang, West Kalimantan, with one English teacher and ten tenth-grade students as participants. Data were collected on May 6 and May 8, 2026, through classroom observations, followed by semi-structured interviews with the teacher and students on May 11, 2026, and document analysis. Classroom observation focused on the implementation of technology-based and contextual English learning practices during the lesson on *Fractured Fairy Tales*. Subsequently, semi-structured interviews were conducted with the English teacher and students to explore their experiences regarding the learning practices. In addition, supporting documents such as lesson plans, PowerPoint presentations, YouTube learning materials, and Zep Quiz activities were analyzed to strengthen the credibility of the findings through data triangulation.

The collected data were analyzed using the interactive model proposed by Miles et al. (2020), consisting of data condensation, data display, and conclusion drawing and verification. The findings presented in this section were derived from the themes generated during the data condensation process, namely Technology implementation, Contextual learning, student engagement and motivation, collaboration and interaction, and challenges in implementation. These themes were subsequently organized according to the two research questions.

Implementation of Technology-Based and Contextual English Learning Practices

Contextual Teaching and Learning Components

Table 1 Presents the Implementation of the CTL Components Identified During Classroom Observations, Interviews, and Document Analysis.

Table 1. Implementation of CTL Components.

CTL Components	Evidence	Technology Used
Constructivism	Students reconstructed the Cinderella story by imagining how it would occur in modern life through smartphones and social media.	PowerPoint, YouTube
Questioning	The teacher asked students how Cinderella's story would be different in the present era.	PowerPoint
Inquiry	Students analyzed characters, setting, plot, and moral values after watching the video.	YouTube
Learning Community Modeling	Students worked in groups, exchanged ideas, and completed assignments collaboratively.	Padlet, Canva, Smartphones
Reflection	The teacher demonstrated examples of fractured fairy tales through videos and visual illustrations.	YouTube, PowerPoint
Authentic Assessment	Students concluded the lesson and related the material to their daily lives.	Google Forms
	Students completed digital quizzes, discussions, and presentations.	Zep Quiz, Google Forms

The results indicated that all seven components of CTL were implemented during English instruction. Throughout the lessons, the teacher encouraged students to understand the materials by associating them with their own real-life contexts and experiences, particularly through the topic of *Fractured Fairy Tales*. During classroom observations, the teacher asked students to imagine how Cinderella's story would change if it happened in modern times. Several students suggested that Cinderella could use smartphones, communicate through social media, and order dresses online. Such activities encouraged students to construct knowledge based on their previous experiences and social environment.

The teacher also explained that contextual learning became easier because the moral values contained in the stories were closely related to students' daily lives and culture. "Students learned many life lessons after learning this material, and the story is appropriate to their environment and culture." (T).

The incorporation of constructivist, inquiry-based, and collaborative learning activities promoted students' active involvement in classroom discussions and provided opportunities for them to use English in meaningful communication. Through these activities, students were able to share ideas, critically interpret the stories, and connect the moral lessons to their personal experiences. These findings indicate that English learning was not limited to the transfer of knowledge but promoted meaningful learning experiences.

This finding supports Alfian (2019), who argued that CTL helps students understand learning materials by connecting them to real-life situations. Similarly, Perales and Ulla (2025), reported that contextual technology integration promotes meaningful learning because students can relate classroom materials to their social and cultural experiences. Therefore, the implementation of CTL in this study successfully fostered meaningful, student-centered English learning.

The positive outcomes of contextual learning may have emerged because the learning materials and activities were closely related to students' daily experiences and social environments. The topic of *Fractured Fairy Tales* enabled students to reinterpret familiar stories by incorporating modern elements such as smartphones, social media, and online communication. Consequently, students were able to activate their prior knowledge and construct new understandings based on experiences that were meaningful to them. This finding suggests that contextual learning becomes more effective when teachers select learning materials that are relevant to students' cultural and social backgrounds. Pedagogically, English teachers should design contextual activities that encourage students to connect language learning with authentic situations and their everyday experiences.

These findings should also be interpreted within the educational context of Bengkayang, where students have diverse socio-cultural backgrounds and limited opportunities to use English outside the classroom. The incorporation of familiar elements such as social media, smartphones, and contemporary communication practices makes learning activities more relevant and encourages students to contribute their ideas during discussions. This suggests that contextual learning can provide valuable support for English language teaching in regional settings where authentic exposure to English is relatively limited.

The current findings suggest that effective English language teaching goes beyond the transmission of linguistic knowledge. By encouraging students to reinterpret stories, exchange opinions, and connect lesson content to their own circumstances, the learning process fosters active participation and critical thinking. Therefore, teachers are encouraged to utilize the local context and students' lived experiences as teaching resources to create engaging and relevant English language learning environments.

Technology-Based Learning Implementation Based on the TPACK Framework

The application of technology-based learning in this study shows that digital technology is used not only as a presentation tool but as an integral component of learning activities. Teachers combine digital platforms with pedagogical strategies and English content to facilitate interaction, collaboration, and contextual learning experiences. These findings suggest that technology implementation depends on teachers' ability to align technological resources with learning objectives and student needs. Therefore, the application of technology-based learning is analyzed through the Technological Pedagogical Content Knowledge (TPACK) framework to provide a comprehensive understanding of how technology, pedagogy, and content knowledge are integrated in classroom practice.

Table 2. Technology-Based Learning Implementation Based on the TPACK Framework.

TPACK Components	Evidence	Students' Responses
Technological Knowledge (TK)	Teachers use laptops, LCD projectors, Padlet, smartphones, PowerPoint, YouTube, and Zep Quiz during English lessons.	Students enjoyed visual materials and digital platforms because they made learning easier to understand.
Technological Pedagogical Knowledge (TPK)	Teachers integrate digital platforms into diagnostic assessments, class discussions, collaborative activities, and reflection assignments. Online quizzes and digital discussions increase student interaction and participation in class.	Students perceived learning as enjoyable, interactive, and more engaging during classroom activities.
Technological Content Knowledge (TCK)	Videos, PowerPoint presentations, and visual illustrations were used to explain fractured fairy tales, narrative structures, language features, and moral values.	Students stated that visual materials and videos helped them understand English stories and lesson content more easily.

The results showed that the teacher incorporated digital tools in a structured manner across different stages of classroom instruction. Technology was implemented in three stages of instruction. Based on observation at the opening stage, the teacher used Zep Quiz for diagnostic assessment. During the main activities, the teacher utilized PowerPoint, YouTube, and Padlet to facilitate explanations and discussions. Finally, Google Forms was used to assess students' understanding and reflections.

The teacher explained that digital platforms were integrated into all stages of instruction, including diagnostic assessment, classroom discussions, and reflection activities. The implementation of technology was not merely for displaying materials but also functioned as instructional and assessment tools. Students reported that visual materials and digital quizzes helped them understand the lessons more easily.

One student stated: "Melalui penggunaan proyektor untuk menampilkan materi bermain kuis seputar materi dan memantau video dongeng yang sesuai dengan materi membuat saya lebih tertarik dan mengetahui materi yang dijelaskan oleh guru."(S7)

The findings also revealed that technology increased students' enthusiasm and participation during classroom activities. The teacher reported that technology increased students' enthusiasm and encouraged more active participation during classroom activities. These findings support Pratama & Sunarti (2024), who found that digital platforms increase students' participation and engagement in English learning. Likewise et al. (2023), emphasized that technology promotes interaction, communication, and collaborative learning experiences. However, several challenges were identified during implementation. Technical problems, such as unstable internet connections and malfunctioning sound systems, occasionally disrupted classroom activities. Some students also experienced difficulties using certain digital features. Despite these challenges, the teacher demonstrated adaptability and continued implementing technology effectively. These findings imply that the successful implementation of technology in teaching requires more than adequate technological facilities; it also relies on teachers' preparedness to use technology pedagogically and their classroom management capabilities.

The observed increase in enthusiasm and participation during technology-based activities was influenced by the visual and interactive characteristics of the digital platforms used in the classroom. Videos, online quizzes, and collaborative applications reduced the abstract nature of the English materials and provided students with a more engaging learning experience. Furthermore, the Bengkayang context needs to be considered when interpreting these findings. Although the school has access to several digital facilities, technology integration in English classes is still developing, and students may have limited opportunities

to experience interactive digital learning activities. The implementation of platforms such as Zep Quiz and YouTube created new and meaningful learning experiences that stimulated student motivation and participation. These findings imply that the extent of technology integration depends not only on the availability of technology but also on teachers' pedagogical readiness and ability to select digital tools that suit students' learning needs and the classroom context.

Another important finding from this study is that the third component of TPACK does not operate independently, but is integrated simultaneously during classroom learning. Teachers combine technological resources, learning strategies, and English content to create learning activities that encourage discussion, collaboration, and contextual understanding. This integration allows students not only to access information through digital devices but also to actively engage with the learning materials and apply their understanding in meaningful classroom activities. Therefore, this finding highlights that technology integration requires a balanced combination of technology, pedagogy, and subject content, not just the isolated use of digital devices.

Students' Experiences toward Technology-Based and Contextual English Learning Practices

Data analysis identified six themes representing students' experiences in technology-based and contextualized English learning: understanding learning materials, motivation and interest, classroom engagement, collaborative learning, contextualized learning experiences, and implementation challenges. These themes are summarized in Table 3.

Table 3. Students' Experiences toward Technology-Based and Contextual English Learning.

Themes	Students' Experiences	Representative Quotations
Understanding of Learning Materials	Students understood materials more easily through videos and visual presentations.	"I understand the material faster because there are visual explanations."
Motivation and Interest	Technology increased students' enthusiasm and reduced boredom.	"Learning becomes more interesting and I become more motivated."
Classroom Engagement	Students participated actively in quizzes and discussions.	"I became more active in answering questions."
Collaborative Learning	Students collaborated through Canva, smartphones, and group discussions.	"We can create presentations and work together through digital tools."
Contextual Learning Experiences	Students related English learning materials to their daily communication, personal experiences, and real-life situations	"I use English in daily conversations and learn new vocabulary related to everyday activities."
Challenges in Implementation	Some students experienced internet problems and difficulties using certain features.	"Sometimes I have difficulties because of unstable internet connection."

The findings indicate that students generally experienced technology-based and contextual English learning positively. Most students reported that digital tools, particularly videos, PowerPoint presentations, and online quizzes, made English learning easier to understand because they provided visual representations of the materials.

One student stated: “Melalui media yang memiliki visual, saya lebih cepat dalam memahami materi dan tertarik untuk menjawab pertanyaan yang diberikan oleh guru.”(S4). Similarly, several other students reported that attractive visual materials made English lessons easier to understand.

These findings indicate that technology contributes positively to students’ cognitive and emotional engagement. Interactive activities such as online quizzes and videos created enjoyable learning experiences and encouraged active participation. The findings are consistent with Indahtriyan (2025), who found that technology implementation improves students’ critical thinking and communication skills. Similarly, Perales & Ulla (2025), reported that integrating technology with contextual learning promotes meaningful learning experiences because students can connect classroom materials with real-life situations.

The study also found that students appreciated collaborative activities facilitated by technology. Digital platforms such as Canva, smartphones, and group presentations enabled students to exchange ideas and work together effectively.

One student stated: “Melalui platform digital seperti Canva yang ada pada laptop saya dan teman-teman dapat dengan mudah berkolaborasi untuk membuat PowerPoint maupun PPT sekalipun terhalang oleh jarak.”(S7)

These findings support the social constructivist perspective that emphasizes the importance of interaction and collaboration in knowledge construction. Although students generally had positive experiences, challenges remained, particularly unstable internet connections and difficulties using certain applications. Nevertheless, these challenges did not significantly reduce students’ participation because teachers and students adapted to the situation by utilizing alternative resources and peer support.

The challenges identified in this study also reflect the realities of implementing technology-based learning in developing educational contexts such as Bengkayang. Unstable internet connections and occasional technical problems indicate that technological infrastructure remains a practical concern during classroom implementation. Nevertheless, the teacher's adaptability and students' willingness to collaborate enabled learning activities to continue effectively. This finding highlights the importance of providing adequate technological support and continuous professional development for teachers so that technology

can be integrated meaningfully despite contextual limitations. Therefore, the present study contributes to understanding how technology-based and contextual English learning practices can be implemented successfully in regional educational settings where technological readiness continues to evolve.

The findings imply that technology-based contextual English learning can create interactive, meaningful, and student-centered learning environments. Integrating digital technology with contextual learning approaches contributes not only to students' better understanding of English content but also to increased motivation, participation, collaborative interaction, and authentic use of the language. Therefore, English teachers are encouraged to integrate technology with real-life contexts and select digital platforms that support meaningful and collaborative learning experiences.

5. CONCLUSION AND SUGGESTIONS

The findings suggest that the implementation of technology and contextual learning provided opportunities for meaningful and interactive English learning while supporting students' active engagement and collaborative experiences in the classroom. Therefore, implementing digital technology with real-life contexts has the potential to facilitate meaningful English learning practices.

As this study focused on a single English teacher and a relatively small number of students in one school in Bengkayang, its findings are context-specific and should not be generalized broadly. Subsequent studies could expand the scope by involving a greater number of participants and conducting investigations across various educational environments to obtain a wider perspective on technology-integrated contextual English learning. Schools are also encouraged to provide adequate technological facilities and support teachers in implementing meaningful technology-integrated learning.

REFERENCES

- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2, 2–3. <https://doi.org/10.1016/j.glmedi.2024.100051>
- Alfian. (2019). *Contextual teaching and learning approach (CTL) in English teaching: Its advantages and disadvantages* (Vol. 4).
- Budiarto, M. K., Nahrowi, N., Alim, R. F., Santoso, A. R. W., & Aini, I. Q. (2025). Bridging theory and practice: The implementation of case-based contextual teaching and learning in higher education. *Epistema*, 31–43. <https://doi.org/10.21831/ep.v6i2.91561>

- Chand, S. P. (2025). Methods of data collection in qualitative research: Interviews, focus groups, observations, and document analysis. *Advances in Educational Research and Evaluation*, 6(1), 303–317. <https://doi.org/10.25082/aere.2025.01.001>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). SAGE Publications.
- Fawziyah, D. A. (2025). Teacher preparedness in utilizing technology for learning: Navigating challenges and opportunity in the digital age. *Journal of English Language and Pedagogy (JELPA)*, 3(1), 33–45. <https://doi.org/10.51826/jelpa.v3i1.1332>
- Indahtriyani, O. E. (2025). Deep learning curriculum in English language teaching: A case study at SMK Negeri 1 Bengkayang. *Journal English Language Studies and Applied Linguistic*, 6(1), 41–43. <https://doi.org/10.63848/elsa.v06n1.5>
- Jibril, M., & Adedokun-Shittu, N. A. (2023). Enhancing education: A comprehensive framework for integrating technological pedagogical content knowledge (TPACK) into teaching and learning. *Indonesian Journal of Multidisciplinary Research*, 4(1), 181–188. <https://doi.org/10.17509/ijomr.v4i1.72044>
- Juniarti, A., & Sulastika, R. (2024). Transformasi pembelajaran dengan teknologi digital. *Journal of Innovation in Teaching and Instructional Media*, 5(2), 594–608. <https://doi.org/10.52690/jitim.v5i2.956>
- Khotimah, K., Anam, K., Afifah, M., & Handayani, R. (2026). Learning transformation with digital technology: The era of education 4.0. *Arshaka: Pedagogy and Learning Review*, 1(2), 73–80. <https://doi.org/10.65779/arshaka.v1i2.58>
- Liu, T., Zhang, Z., & Gao, X. (2023). Pedagogical design in technology-enhanced language education research: A scoping review. *Sustainability*, 15(7), 6069. <https://doi.org/10.3390/su15076069>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Mofareh, A. (2019). The use of technology in English language teaching. *Frontiers in Education Technology*, 2(3), 168–169. <https://doi.org/10.22158/fet.v2n3p168>
- Napitupulu, M. H., Wisrance, M. W., & Semiun, T. T. (2025). The impact of technology-based teaching methods on English speaking skills in rural secondary schools. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 12(1), 271. <https://doi.org/10.33394/jo-elt.v12i1.15388>
- Perales, W., & Bedoya Ulla, M. (2025). Technology in EFL contextual teaching and learning: Teachers' practices and perspectives in a Thai university. *Heliyon*, 11(17), e44169. <https://doi.org/10.1016/j.heliyon.2025.e44169>
- Prasetyo, A. H., Rizky Maulidi, M., Rofiqi, M. A., & Agustin, P. (2024). Padlet platform present to answer students' learning needs for digital learning. *As-Sulthan Journal of Education*, 1(2), 413–414. <https://ojssulthan.com/asje>
- Pratama, R. M., & Sunarti. (2024). The use of digital platform on students' participation and engagement in learning English. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 10(1), 69–70. <https://doi.org/10.24252/Eternal.V10i1.2024.A2>

- Sabudu, D. (2025). Students' learning engagement in contextual teaching and learning strategies management: The voices from English education classroom. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 9(2), 623–642. <https://doi.org/10.29240/jsmp.v9i2.14070>
- Sari, D. S., Astuti, D. S., & Suparjan. (2024). Implementasi Canva dalam pembelajaran bahasa Inggris di Sekolah Menengah Atas Sungai Kakap Kubu Raya. *Journal of Education Research*, 5(2). <https://doi.org/10.37985/jer.v5i2.938>
- Tari, D. K., & Rosana, D. (2019). Contextual teaching and learning to develop critical thinking and practical skills. *Journal of Physics: Conference Series*, 1233(1), 012102. <https://doi.org/10.1088/1742-6596/1233/1/012102>
- Taufiq, W., & Megawati, F. (2023). *Global education monitoring report 2023: Technology in education: A tool on whose terms?* UNESCO. <https://doi.org/10.54676/UZQV8501>
- Tuljannah, W., Suryani, & Ugahara. (2025). Integrating technology-based learning to enhance students' interest in English language learning. *Getsempena English Education Journal (GEEJ)*, 12(2), 106–120.
- Yodika, A., Sari, D. S., Hafis, M., Cristina, N., Hafizah, N., Maharani, O., Kampoan, O., Natali, P. Dela, Kindi, P., Putra, P., Firmansyah, R., Gusmiarni, S., & Ismail, A. (2025). The role of technology in English classrooms: Exploring teachers' and students' perspectives. *Bahasa: Jurnal Keilmuan Pendidikan Bahasa dan Sastra Indonesia*, 12(2). <https://doi.org/10.31571/bahasa.v12i2.10071>
- Zainuddin, N. (2023). Technology-enhanced language learning research trends and practices: A systematic review (2020–2022). *The Electronic Journal of E-Learning*, 21(2). <https://doi.org/10.34190/ejel.21.2.2835>