

## Leveraging Technology in English Language Learning

**Bianca Maria Talitha**

<sup>1</sup>English, SMAN Banua Kalsel Bilingual Boarding School, Gambut, Indonesia

E-mail: bi.karsudjono@gmail.com

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#### \*Corresponding Author:

bi.karsudjono@gmail.com

### ABSTRACT

*Technology gets through all aspect of life, and it is inevitable. So, it is mandatory to put technology such as artificial intelligence (AI) in teaching learning activity, especially in high school. In SMA Banua Kalsel where students rarely got their gadgets to study in class, devices such as, laptop and phone is limited. The scope of this study is technology applications (ChatGPT, Quizizz, and Wordwall) in teaching learning activity, students' engagement, and students' understanding of learning English with technology. This research is descriptive research with qualitative method. It will gather, structure, and interpreting data on teaching learning English in class with AI technology. Action research is used to conduct the research. The action research format involves initial exploratory analysis and action strategy development. After doing the research there are some ideas which can be concluded. When the learning activity use AI, Students have more active engagement in learning activity and enhance students understanding. Limited time in using devices does not limited students' ability to operate and use technology applications. Using technology on test gives extra enhancement on students score. Even though most of students enhance their understanding when learning with technology, there are students who doesn't match with technology.*

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## 1. INTRODUCTION

This research conducts to see how Leveraging technology in English language learning in SMAN Banua Kalsel can enhance English language learning where laptop and phone is limited, increase students' engagement in learning activity in class and students understanding in learning English. The participants of this research are students of grade XI in SMAN Banua Kalsel. The surrounding of this research is the classroom of SMAN Banua Kalsel.

With the scopes of this research, there are 3 elements that need to be focus:

1. Technology software in teaching learning activity, this research will use ChatGPT, Quizizz, and Wordwall
2. Students engagement which shown by the questioner and their participation in class.
3. Students' understanding which will be observed based on pretest and posttest score.

This research will not include which ELT methods and techniques are better and effective in class. Regarding student, they are the ones who study in Banua Kalsel High School live in dorm, because it is dormitory school. Banua Kalsel high school has strict rules for electronic and technology devices. Students can only use smartphones for 4 hours each week in the weekend. There is no available free Wi-Fi (internet) in class building to make students concentrate in the learning progress. For studying in class students may use internet under strict surveillance of the teacher. Students' English ability in Grade XI Banua Kalsel High school is not too vary. Based on CEFR scale, students' levels are range between B1 to B1+. Therefore, teaching English is quite challenging not for the learning ability, but in getting students familiarize with technology and using technology in learning. Teachers, by using the Internet in comparison to traditional teaching methods, can better provide a favorable environment for learners to learn more effectively (Sinha, 2022, p.76). Because the teaching process cannot be separated from the global trend, this study considers the impact of recent English teaching technology. Finally, educational key stakeholders and authorities with practical solutions can be associated with the use of modern technology in English language teaching for both teachers and students.

The term Artificial Intelligence (AI) was coined in 1956 at Dartmouth College's workshop. AI refers to machine-based systems that can, given a set of human-defined objectives, make predictions, recommendations, or decisions that influence real or virtual environments (Sánchez, 2011, p.16). AI systems frequently appear to

operate autonomously and can adapt by learning about the context. Applying AI to learning English is usually means automation. Using AI to learn about learning is not strictly AI, but it does involve the analysis of the same or similar data to that used by "learning with AI" tools, as well as the use of similar analytical techniques. The data is used to learn the way learners study, learning progression, or which instructional designs are effective. Educators see opportunities to use AI-powered capabilities (Cardona, Rodriguez, Ishmael, 2023, p.1). Teachers may see chance to use AI powered capabilities like ChatGPT from openai.com to make variations of teaching method and support students who may get advantage and personalization in technology in learning. Open Artificial Intelligence released AI chatbox tool called ChatGPT at the end of November 2022. Generative Pre-trained Transformer (GPT) structure is the foundation of ChatGPT. ChatGPT is becoming increasingly popular on the internet. This chatbot, which is based on OpenAI's language model, allows users to interact with the AI by inputting instructions. Users can ask the bot questions, and it will respond with relevant, convincing topics and responses. ChatGPT responses are limited to the knowledge acquired through training data, meaning it may need help with unfamiliar or highly specialized topics (Kalla, 2023, p.829). The publishing of ChatGPT has shook the world. Despite many people's concerns for ChatGPT, artificial intelligence has undoubtedly given positive potential. ChatGPT has an opportunity to change the way of learning in class. Because it was created with OpenAI, this chatbot can converse like a human.

Tools like Quizizz and Wordwall can be potential for responding to the teaching and learning process. Based on Irwansyah and Izzati (2021), Quizizz is a game-based educational app, which brings multiplayer activities to classrooms and makes in class exercises interactive and fun. Using Quizizz students can do exercises on their devices and without their devices. Paper mode Quizizz was launched in February 2023. With Quizizz's Paper Mode, teacher can combine students' digital and physical worlds and increase their participations. Simply project the quiz questions on your computer to conduct a quiz in Paper Mode. These questions can be answered by students by holding up personalized QR Codes. To record their answers, simply scan the personalized QR codes with the Quizizz mobile app. As teachers scan in Paper Mode, they'll get a steady stream of details about student answers. Once the quiz is completed, they will have access to detailed reports. Additionally, Wordwall is a website that makes it easy to create learning based on mini-games (Safitri, 2022, p.190). Teachers are able to get access to the material they want by designing interactive games and printed materials for their students, and the Wordwall will take care of the rest. The Wordwall website also has an abundance of exciting features and games, allowing teachers to customize them to their specific learning requirements.

The potential for disadvantage in ChatGPT answers is one of its limitations. Because it is trained on large datasets of text data, biases and inaccuracies in the data can be displayed in ChatGPT responses. As a result, ChatGPT's responses may reinforce assumptions or discrimination in the training information. To minimize errors, careful selection and collection of training data, as well as continuous monitoring of ChatGPT responses to identify and correct possible errors, are required. Using online games application like quizizz and wordwall in teaching English also gives its own risks. In the middle of class activity, students may waste time by using other applications. Students may also be tempted to open social media and social networking sites. Even technology can easily be integrated in teaching learning English, there still some points, which need further observation and caution. This research will show the points can be handled and technology still has big part in English teaching and learning activity.

## **2. METHODS**

This study is a descriptive research project employing qualitative methods. Its purpose is to collect, organize, and interpret data on teaching and learning English in the classroom using technology. The research follows an Action Research approach, involving an initial exploratory analysis and the creation of an action strategy. This process includes formulating questions, collecting data, analyzing the results, and compiling a final report. For primary data collection, the study utilizes pretests and posttests, naturalistic observation, and questionnaires. Pretests and posttests are conducted to measure students' progress. Two types of posttests are administered: a traditional paper-based version and a game-based version using Quizizz. Naturalistic observation is employed to examine students' behavior in their typical classroom environment. The researcher takes detailed notes and codes the data later to ensure authenticity and minimize biases associated with self-reported data. Observations focus on the alignment of teaching activities with the lesson plan and students' engagement in the learning process. The questionnaire gathers students' perspectives and experiences regarding the use of technology in their learning. Secondary data is collected from journals, books, and prior studies related to technology integration in English teaching and learning. The sampling method used is total population sampling, which involves studying all 55 Grade XI students at Banua Kalsel High School. This method was chosen because of the small population size. The students' English proficiency levels vary from B1 to B1+ according to the CEFR scale. Data analysis is conducted using grounded theory methodology, which develops theories based on real-world data. This approach seeks to understand the meaning of participants' interactions, actions, and experiences, emphasizing their explanations and interpretations

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

##### Results of Data Analysis and Intrepretation

##### Observation Outcomes

Class is conducted with group discussion, individual work and inquiry methods with the material is Narrative Tense. The learning activities began with teacher conditions students to be ready. Then, to measure students' abilities students do pretest of Narrative Tense.

After doing pretest, Students read text which use Narrative Tense and finding the tenses in it. Then students make groups of four and work in groups. After teacher explain how to use ChatGPT, in groups students use ChatGPT to find function, pattern and examples of Narrative Tenses.

Afterwards students present their finding in front of class. Later teacher give comment and adding extra information to each groups and class. Teacher makes sure students grasp Narrative Tense materials students work on exercise on Wordwall online application. Next students and teacher discuss the exercise.

Individually students do posttest on Narrative Tenses on paper mode in class. After doing the test, once again students summarize the materials and teacher emphasize important points. Finally, individually students do posttest narrative tenses on Quizizz in class.

To see if teaching learning flow is occurred with the lesson plan and students' engagements in teaching learning process goes well, the data from observation list is presented as follow.

**Table 1**

*The Research Participants*

No	Rating Indicator	Score			
		1	2	3	4
1.	Readiness to follow the learning process.			√	
2.	Listen and pay attention to explanation of the teacher.			√	
3.	Students respond to what the teacher instruct.				√
4.	Students can work well in groups.				√
5.	Students able to work with ChatGPT and use it to study.				√
6.	Listen and pay attention to presentation of other students.			√	
7.	Students able to do exercise on Wordwall in groups.				√
8.	Students enthusiastically use technology in learning.				√
9.	Students able to do exercise on paper mode Quizizz individually.				√
<b>Total score</b>		<b>0</b>	<b>0</b>	<b>3</b>	<b>6</b>
<b>Average</b>		<b>33</b>			
<b>Percentage (%)</b>		<b>91.67 %</b>			

Note:

4 = very good

3 = good

2 = enough

1 = less

It can be observed that when using technology in learning, indicators scores raise which means students adapt really well in using technology in learning progress. From the results of observation, it is seen that the score was 33. Thus the results of the percentage score is 91.67%. This high percentage means that students' activities during learning activities are very good. In the learning process students are active when the learning activity is connected to technology. Finally, the indicators on observation list are done well and in good and very good qualifications.

**Table 2**

*Observation List of Teacher Activity*

No	Rating Indicator	Score			
		1	2	3	4
1.	Teacher conveys learning objectives.			√	
2.	Overall teacher attention for all students.			√	
3.	Teacher explains how to use ChatGPT.				√

4.	Suitability of the media with teaching materials, learning indicators and students character.				√
5.	Teacher guides students who have difficulty.				√
6.	Equitable question distribution to students.			√	
7.	Teacher's questions and instructions are clear, purposeful and do not confuse students.				√
8.	Teacher checks students' group works and individual works.				√
9.	Teacher give comment and add extra information on students' presentation's materials.				√
<b>Total score</b>		0	0	3	6
<b>Average</b>		32			
<b>Percentage (%)</b>		88,89 %			

Note:

4 = very good

3 = good

2 = enough

1 = less

The results of observations of teacher activities in teaching and learning activities are not as high as students'. The acquisition of a score reached is 32 with percentage 88.89% while the ideal score is 75%.

#### Questionnaire Results

By distributing questionnaire this research will show data from all students about their experiences and opinions of technology and learning with technology. From the questionnaire, it can also help to show the answer if enhancing English language learning where laptop and phone is limited.

**Table 3**

*Area in School with Internet Access Used by Students*

Area	Responses
Classrooms	29
Library	52
Gymnasium	1
Dormitory	25
Laboratories	11
Open fields	0
School Office	20
Audio Visual Room (AVR)	0

From Table 3, students has access to internet at classroom, library, gymnasium, dormitory, laboratories, and school office. At open fields and AVR students are not able to access internet. There are 52 students access the internet at the library. 29 students usually access the internet at classroom. As far as 25 students access the internet at dormitory. There are 20 students get access to internet at school office. 11 students has access to internet at laboratories, and 1 student access the internet at gymnasium. It can be concluded that most areas at schools are covered by internet, but there is limitation on the time that devices can be used by the students.

**Table 4**

*Frequency of Internet Use*

Frequency	Responses
Daily	0
Once a week	41
Rarely	14
Never	0

According to Table 4, Frequency of Internet Use, it is seen that the most frequency used devices by students is once a week. There are 41 students who use internet once a week. On the second position, there is rarely which is chosen by 14 students use it mostly. So, based on the tables and graph, it is seen that the frequency to use internet is also limited. Students can have access to internet but mostly limited to once a week or rarely.

**Table 5***Time Spent Daily on Internet Activity on Average*

<b>Time Spent daily</b>	<b>Responses</b>
< 1 hour	10
1 – 2 hours	10
3 – 5 hours	1
Do not use daily	33

According to Table 5, Time Spent Daily on Internet Activity on Average, it is seen that the most time spent daily on internet activity on average by students is do not use daily. There are 33 students who do not use internet daily. On the second position, there are < 1 hour and 1-2 hours, which are chosen by 10 students each. And last position there is 3-5 hours for 1 students. So, based on the tables and graph, it is seen that the time to use internet is also limited. Most of the students use the internet daily on average are they do not use daily.

**Table 6***Students Skills in Using Technology Application*

<b>Technology Application</b>	<b>Results</b>			
	<b>I can't use it</b>	<b>I can use it to a small context</b>	<b>I can use it well</b>	<b>I can use it very well</b>
Word processor		5	42	8
Spreadsheets	6	31	16	2
Presentation	1	7	29	18
Email		1	31	23
Search engines	2	14	13	26
Graphic editing	16	21	13	5
Digital audio	12	22	18	3
Video editing	3	22	26	4
Web page design	10	18	25	2
<b>TOTAL</b>	<b>50</b>	<b>141</b>	<b>213</b>	<b>91</b>
<b>AVERAGE</b>	<b>5.56</b>	<b>15.67</b>	<b>23.67</b>	<b>10.11</b>

So, based on the tables and graphs, it is seen that most of the students are able to use technology applications. The applications which most students are able to use are word processor, presentation and email. Analyzing Table 6, Students Skills in Using Technology Application and considering limited time students has, limited time does not limited student's ability to operate and use technology applications.

**Table 7***Students' Opinion on Using Technology in Classroom*

<b>Statements</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Not Strong Opinion</b>	<b>Agree</b>	<b>Strongly Agree</b>
I enjoy using technology.				12	43
I know that technology can help to learn many new things.				11	44
Students should know how to use technology in class.				17	38
I am very confident in working with technology in class.			3	27	25
I believe that I can improve my language skills using the benefits of internet.			4	16	35
Using technology in learning English is necessary.		1	5	23	26
I get more actively involved in classes that use technology.		1	7	26	21
Technology makes me understand the English materials more easily.			2	20	33
Technology makes me feel connected to other students.		2	15	20	18

Technology makes me feel connected to teachers.	4	15	17	19
I wish my teachers would use more technology in teaching.	1	5	16	33
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>56</b>	<b>205</b>
<b>Average</b>	<b>0,00</b>	<b>0,82</b>	<b>5,09</b>	<b>18,64</b>

According to Table 7, Students' Opinion on Using Technology in Classroom, most of the students, on average 30.45 students, strongly agree with the statements of using technology in classroom.

#### Pretest and Posttest Score

The presentation stage of learning outcomes data on Narrative Tense using technology as the media of learning and as formative test. The pretest is on the paper mode, students do it before the learning process. After learning process, there are two types of posttest that students do individually. Between paper mode posttest students summarize the materials and teacher emphasize important points. The two types of posttests are:

- Posttest in paper mode. Students read the questions and answer them on paper.
- Posttest with technology, Quizizz. Students read the questions and answer them on Quizizz paper mode application.

**Table 8**  
*Enhancement of Students' Pretest and Posttests Score*

No.	Name	Score			Enhancement of score between test		
		Pretest	Paper Posttest	Quizizz Posttest	Pretest and Paper Posttest	Paper Posttest and Quizizz Posttest	Pretest and Quizizz Posttest
1	S1	45	65	70	20	5	25
2	S2	25	60	75	35	15	50
3	S3	75	85	95	10	10	20
4	S4	35	60	75	25	15	40
5	S5	25	70	90	45	20	65
6	S6	40	55	55	15	0	15
7	S7	5	55	60	50	5	55
8	S8	50	55	60	5	5	10
9	S9	25	70	85	45	15	60
10	S10	30	55	75	25	20	45
11	S11	45	70	85	25	15	40
12	S12	35	65	70	30	5	35
13	S13	40	65	80	25	15	40
14	S14	55	70	85	15	15	30
15	S15	45	60	60	15	0	15
16	S16	40	60	75	20	15	35
17	S17	80	80	90	0	10	10
18	S18	45	75	80	30	5	35
19	S19	55	55	60	0	5	5
20	S20	45	55	60	10	5	15
21	S21	45	60	65	15	5	20
22	S22	35	65	70	30	5	35
23	S23	45	70	80	25	10	35
24	S24	60	85	90	25	5	30

25	S25	35	35	50	0	15	15
26	S26	40	35	35	-5	0	-5
27	S27	45	75	75	30	0	30
28	S28	40	50	55	10	5	15
29	S29	65	80	85	15	5	20
30	S30	35	85	90	50	5	55
31	S31	30	75	80	45	5	50
32	S32	50	70	90	20	20	40
33	S33	40	90	90	50	0	50
34	S34	50	75	90	25	15	40
35	S35	45	85	90	40	5	45
36	S36	45	75	75	30	0	30
37	S37	25	75	80	50	5	55
38	S38	40	45	55	5	10	15
39	S39	25	80	85	55	5	60
40	S40	50	80	90	30	10	40
41	S41	60	85	85	25	0	25
42	S42	60	75	90	15	15	30
43	S43	35	40	50	5	10	15
44	S44	50	65	75	15	10	25
45	S45	45	70	70	25	0	25
46	S46	60	75	85	15	10	25
47	S47	30	45	65	15	20	35
48	S48	55	85	90	30	5	35
49	S49	55	70	75	15	5	20
50	S50	45	80	90	35	10	45
51	S51	65	75	80	10	5	15
52	S52	50	50	50	0	0	0
53	S53	50	65	80	15	15	30
54	S54	60	70	75	10	5	15
55	S55	30	50	80	20	30	50
<b>AVERAGE</b>		<b>44.27</b>	<b>66.82</b>	<b>75.36</b>	<b>22.55</b>	<b>8.55</b>	<b>31.09</b>
<b>Increase in Percentage</b>					<b>50.92%</b>	<b>12.79%</b>	<b>70.22%</b>

Note: Maximum Score is 100

From Table 8, it is shown that there is score enhancement. Overall between pretest and Quizizz Posttest there is high increase of score, 31.09. or 70.22%. The pretest average is 44.27, and the paper posttest average is 66.82. Hence there is score increase as many as 22.55 or 50.92%. The Quizizz posttest is 75.36. So there is an increase of Quizizz posttest from paper posttest, which is 8.55 or 12.79%. It can be seen the increase of Quizizz posttest from pretest is 31.09 or 70.22%. This increase shows that learning English with technology enhances students understanding on English lesson materials. Using technology on posttest gives extra enhancement on students score and understanding. Uniquely, there are 2 students with different achievement. A student, S52, does not has increase on posttest score and a student, S26, has decrease of posttest score. Even though most of students enhance their understanding when learning with technology, there are few students need to adapt themselves and learn better with the use of technology.

### 3.2. Discussion

One of the key findings of this study is the heightened level of student engagement when technology is integrated into English language learning activities. This aligns with previous research that highlights the role of

technology in making learning more interactive and engaging (Yang, 2013). The use of devices such as laptops and smartphones transforms the classroom into a dynamic learning environment where students actively participate rather than passively consume information. Interactive tools, such as language learning apps and digital quizzes, provide immediate feedback, fostering greater student interest and motivation to learn. Moreover, gamified learning platforms, as mentioned by Zainuddin et al. (2020), can further stimulate engagement by incorporating elements of competition and rewards, which resonate well with today's tech-savvy students.

The findings also reveal that students can readily adapt to and utilize technology applications in their learning. This adaptability suggests that even with limited classroom access to devices, students have developed a sufficient level of digital literacy, likely through their everyday use of technology outside the classroom. Warschauer (2006) emphasizes that digital literacy is a critical skill for 21st-century learners, as it equips them to navigate and utilize various technological tools for educational purposes. This finding underscores the importance of fostering digital literacy among students, as it enhances their ability to engage with diverse technological resources effectively.

The observation that teachers play a pivotal role in directing and facilitating technology-based learning activities aligns with findings in previous studies. Teachers act as mediators, ensuring that technology is used effectively to meet learning objectives. According to Ertmer and Ottenbreit-Leftwich (2010), teachers' attitudes, knowledge, and skills significantly influence the successful integration of technology into classrooms. In this study, the teacher's ability to guide students in using technology enhances the overall learning experience, ensuring that students remain focused and achieve the desired learning outcomes. This highlights the need for continuous professional development for teachers to enhance their technological pedagogical content knowledge (TPACK).

The significant improvement in students' scores from pretests to posttests illustrates the positive impact of technology on learning outcomes. Digital tools provide opportunities for personalized learning, enabling students to work at their own pace and revisit challenging concepts as needed (Stockwell, 2013). Moreover, the integration of multimedia elements, such as videos, audio, and interactive exercises, caters to diverse learning styles, making English language learning more accessible and effective for all students. The findings are consistent with Egbert et al. (2022), who noted that technology-enriched environments can significantly enhance language acquisition by providing authentic, contextualized, and interactive learning experiences.

Interestingly, the study found that limited classroom time for using devices did not hinder students' ability to operate technology applications. This suggests that even short bursts of technology use, when well-structured, can yield substantial benefits. For example, brief but focused activities like using vocabulary apps or completing interactive grammar exercises can enhance learning outcomes. As highlighted by Kukulska-Hulme (2020), mobile-assisted language learning (MALL) enables students to maximize learning opportunities within constrained timeframes. This finding also underscores the importance of designing concise, impactful learning activities that make the best use of available time.

The finding that most students strongly agree with using technology in English learning indicates their positive perception of its benefits. Technology aligns with their everyday experiences and expectations, making learning more relatable and enjoyable. Additionally, the increased autonomy that technology provides can enhance students' confidence and satisfaction with the learning process (Zhou et al., 2014). These positive attitudes towards technology suggest that its integration into English language learning is not just effective but also desirable from the students' perspective.

The general findings of this research provide valuable insights for educators and policymakers. The evidence that technology enhances student engagement, adaptability, and learning outcomes underscores the need to prioritize its integration into language education curricula. Furthermore, the findings highlight the potential of technology to bridge gaps in learning opportunities, particularly in contexts where classroom time and resources are limited. As noted by Chapelle (2003), technology serves as both a tool and a context for language learning, offering unique affordances that traditional methods cannot replicate.

While the findings are overwhelmingly positive, the study also implicitly points to challenges that need addressing, such as limited device access and time constraints. Schools should invest in infrastructure and provide equitable access to technology for all students. Additionally, teachers should be supported with training and resources to design effective technology-based learning activities. Finally, further research could explore long-term impacts of technology integration, particularly in diverse socio-economic contexts.

The integration of technology in English language learning offers numerous benefits, from enhanced engagement to improved learning outcomes. This study reinforces the importance of leveraging digital tools to create more interactive, accessible, and effective learning environments. However, to fully realize these benefits, concerted efforts are needed to address challenges and provide ongoing support for both teachers and students.

#### 4. CONCLUSIONS AND SUGGESTIONS

English is one of compulsory subject in Indonesia. Especially in Banua Kalsel High School for science and math are also taught in English, meanwhile other subjects are taught in Bahasa Indonesia. Nowadays technology gets through all aspect of life, and it is inevitable. So it is mandatory to put technology in education,

especially in high school. In SMA Banua Kassel, students rarely got their gadgets to study in class, for devices such as, laptop and phone is limited. After doing research on Leveraging Technology in English Language Learning in Grade XI Banua Kassel High School there are some ideas which can be concluded. Most of students have and use laptop and smartphone with limited time in classroom can adapt and use technology application in learning well. Students have more active engagement in learning activity when the learning activity use technology. Limited time in using devices does not limited students ability to operate and use technology applications. Using technology on test gives extra enhancement on students score and understanding in learning English. Learning English with technology enhances students understanding on English lesson materials. Even though most of students enhance their understanding when learning with technology, there are students who still need time to utilise technology. So future research need to find its reason and how to deal with learning with technology.

Based on the research findings, several recommendations are proposed to improve students' engagement and understanding in English learning. First, incorporating diverse technologies tailored to students' needs and preferences, identified through pre-analysis, can encourage active participation in learning activities. Second, leveraging technology in the classroom is essential to enhance students' comprehension of English lessons. Furthermore, investing in the latest educational technologies is necessary to support deeper learning outcomes. In addition to these recommendations, the study suggests further steps for future research. These include exploring technologies that cater to students with limited access to technological devices and investigating the reasons behind decreased test scores among some students when using technology-based assessments.

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