

THE USE OF TECHNOLOGY FOR ENGLISH LANGUAGE TEACHING AND LEARNING

¹Sudar, ²Semi Sukarni

English Language Education, Purworejo Muhammadiyah University
sudarbintang@umpwr.ac.id, semisukarni@umpwr.ac.id

sudarbintang@umpwr.ac.id,

Diterima: 29 Juli 2022

Direvisi: 30 Agustus 2022

Disetujui: 1 September 2022

Abstrak: Teknologi adalah bagian dari kehidupan manusia. Teknologi dipakai untuk berbagai tujuan. Pada era modern teknologi memiliki multi fungsi seperti teknologi untuk urusan bisnis, mempromosikan budaya, menguasai ilmu pengetahuan, dsb. Artikel ini mengkaji penggunaan teknologi untuk pembegajaran dan pembelajaran Bahasa Inggris. Teknologi bisa dipakai untuk pengajaran dan pembelajaran Bahasa Inggris. Ada beberapa aplikasi teknologi dalam proses pembelajaran Bahasa Inggris. Internet, computer, telephone seluler, social media, adalah teknologi yang sangat akrab di masyarakat. Teknologi tersebut sangat mungkin sekali untuk proses pembelajaran Bahasa Inggris. Untuk mempersempit kajian, artikel ini mengkaji jenis-jenis teknologi yang digunakan untuk untuk pengajaran dan pembelajaran Bhasa Inggris. Artikel ini juga mengkaji kelebihan dan kekurangan penggunaan teknologi untuk pengajaran dan pembelajaran Bahasa Inggris. Selanjutnya, peneliti menjelaskan bahawa ada pengaruh yang sangat positif atas penggunaan teknologi untuk pengajaran dan pembelajaran Bahasa Inggris baik di dalam kelas maupun di luar kelas.

Kata kunci: *Bahasa Inggris, Pengajaran dan Pembelajaran, Teknologi*

Abstract : Technology is part of human need. It is used by any people for any purposes. In modern era technology has high multi functions, for example; technology for doing business, promoting cultures, mastering knowledge, etc. This paper investigates the using of technology for teaching and learning English. Technology is useable for English language teaching and learning. There are many platforms of technology application language learning purposes. Internet, computer, Smartphone, social media are popular technology in the society. Those technologies are possible to be used for teaching and learning English. To specify the discussion, this paper focuses on investigating the types of technology used for teaching and learning English. Further, this paper also investigates the benefits and the weaknesses of using technology for teaching and learning English. Then, the authors describe that there is significant implicative of using technology for English language teaching and learning English both outside and inside classroom.

Keywords: *English, Teaching and Learning, Technology*

INTRODUCTION

Technology is not something new for human life. It is mostly used by any people in any level of societies, any level of economic in real life. Technology factually supported many human needs in their activities. Technology can be used to conduct their economic, politics, cultures, sciences, and also education. In the case of using technology for education, it is interesting to be investigated in this paper. The use of technology actually is not currently used. It is has been used since a long time ago. This paper focuses on investigating the use of technology in relation to English language teaching and learning in the globalization era. Technology recently used rapidly and it is used mostly in any level of societies. It meant that technology really as a part of human needs. Technology is also necessary to be used for

teaching and learning English. The term of technology in relation to teaching and learning English such as; internet and some computers games can be used as a tool of teaching and learning English. There were some experts; (Gee, 1996, Young, 2013, Bull Ma, 2001, Harmer, 2007 cited in Genc Illter, Binnur (2015) they stated that technology such as computers-based activities can provide excellent and cooperative material for learning English. Recently the use of technology used not only to make English language learners to be easier but it also able to make the English language learner being autonomous learners. It is stated by Hattie, (2003) cited in Warni, Aziz Abdul, Febriawan, Dimas,(2018). The using technology, supported by the expert who stated that technology was applicable for an application of technological methods, process, and also as a tool of mastering knowledge, it is defined by (Isman, 2012) cited in Yaser, Mohammad, Naseem (2021). Concerning to the use of technology in English Language teaching and learning, the writer paper focuses on three discussions such as; 1, *Definition of technology in general term and technology in relation to English Language Learning*, 2, *the types of technology used in the teaching and learning English*, and, 3, *the benefits and weaknesses of using technology in the teaching and learning English*.

Technology in English Learning and Teaching

Talking about technology is not something new. Technology has been used by human being before 21st century. Actually the using internet as one of modern technology mostly needed in modern era, one of the using of technology is for teaching and learning English, (Setiyawan, Lestari, 2020). Then, they describe that technology can be used as a tool of teaching and learning English both in the macro and micro level. Technology in the term of micro level, it meant that the existence of technology becomes the reality of a new activity in real life, for example in the term of teaching and learning English. Further, Technology in the macro level, it is the policy of using technology practically in the several countries, for example the use of technology as a model of virtual school of learning English. Graddol (1997) cited in Hazarika, Zoheb, (2017) stated that technology is as the heart of globalization process. It means that technology affecting the life of human in the societies including in the economic, culture and education. In the education sides, technology can be used in learning and teaching English. Further, Ybarra & Green (2003) cited in Harazika (2017) described that students in the teaching learning English need to performance their four language skills and some various linguistics activities in relation to encourage their linguistics competence. Other expert, (Little, 1996, Hattie, 2003) explained that technology provides to the students to learn independently and collaboratively with their peers. Then the role of teachers is as an adjustments, and they change the atmosphere of teaching learning from teacher's center into students'-centered learning. Talking about philosophy of technology, the next expert, Bull and Ma (2001) cited in Reza Ahmandi,M, (2018) stated that technology is able to provide unlimited resources of English language learning and teaching. Futher, Genc Iter,(2015) cited in Reza Ahmadi,M, (2018) English material taken from internet is able to motivate English learners more. Referring to this idea, it is the fact that the using of technology in English language learning and teaching has significant progress. Further, Anitha, K Saravanan & Tamarasa, (2019) identified that the existence of technology has a good effect for learning and teaching English, it was supported by the results of research conducted by previous researchers, the findings revealed that more less than 80 % information found internet, and it used English as a medium of instruction event in was in written language. Then, other expert, Syamlee, (2012) argued that technology was as modern styles of life. It can be used both visual and auditory of students' sense. Recently virtually media social used spread around the world. Refers to this finding, it is necessary to understand and well knowledge in using technology, particularly for teaching and learning English. Further, the next expert Altun,

Mustafa, (2021) stated that the using technology is able to provide hundreds of language learning resources, it makes students to be able to use in real learning. The next previous researchers, Lutfiyah, Hanifah, Ivone, &Tresnadewi, (2021) argued that the form of ICT provide teachers and students to be fast learners of using English resources. Then, Hsieh&Huang, (2020) cited in Lutfiyah, Hanifah, Inove,&Tresnawati, (2021) described that learning material taken from internet is more effective and attractive for students. Then, according to these linguist, learning material taken from internet is challenging and easy downloaded. Rashid, Cunnigham, Waston, & Howard, (2018) argued about technology, technology is regarded as a key role to facility and to improve teaching and learning English both in the classroom and outside classroom. Further, Bashir, Mahmood & Shafique, (2016) cited in Rashid, Cuningham,Waston, &Howard, (2018) stated that internet in Pakistan is not only used in academic purposes but also non-academic needs. It means that internet is popularly used to cover their needs in the real society both academic and non-academic needs. Further, Parvin, Hossain & Salam Flint, (2015) revealed their study in Bangladesh; the results stated that technology is used optimally by students of elementary schools. It means that technology is used not only in the higher education, on the other sides, technology used early since in the elementary schools. Refers to this findings, it is not strange to use technology early in Indonesia not only in high school but also technology used started from elementary schools. Further, different expert,(Kurt, Gunuc & Ersoy,2013) cited in Nuri Bacaan & Gunuc Selim, (2017) described that using technology in education such as; interactive boards, tablet PCs, Smartphone's, computers are necessary to be used in education. It makes teaching and learning more effective and students are to be more motivated. The distinguish expert, Hamid & Wekke,(2013) described that the development of technology is able to change the system of teaching and learning. Although, technology is not replaced the existence of conventional methods. It means that technology is not completely change all the system of education, on the other side conventional methods are also still needed in teaching and learning process. Further expert, Kawinkoonlasate, (2019) described that technology pushes the social and linguistics changes in real society. Refers to this idea, it is necessary to spread the development of teaching and learning English around the world. Leaning and teaching using technology is necessary for all learners.

METHOD

This study used qualitative descriptive design. It means that the researchers took the data from articles related to technology, technology in relation learning and teaching English. Further, researchers identify more less than thirty five articles related to technology to learning and teaching English. Researchers identify and analysis twenty five article of research report about the using of technology for learning and teaching English. Further, researchers describe three points concerning to the technology such as; a. the philosophy of technology, b. the types of technology used for learning and teaching English, and c. then benefits and weaknesses of using technology for learning and teaching English.

FINDINGS AND DISCUSSION

In this section, the researchers would like to discuss three issues related to technology, such as; first is about the definition of technology, second is the types of technology, third is about technology in English language teaching and learning. First, definition of technology, technology is a tool of achieving and supporting the human life activities, to make it being easy. This is the researchers idea with is in line with previous experts such as; Altun, Mustafa & Ahmad, Khurshid, (2009) they argued that technology is a kind process, method, or

knowledge used to carry out the task. This definition is also supported by next expert, Yunus, Nordin, Salehi, Hui Sun, & Embi, (2013) they summarized that technology refers to technological tools and resources which are employed to communicate, create, disseminate, and manage information. This definition of technology is specifically in relation to the communication technology, for example technology of communication in the past, such as radio, TV. These communication technologies, it is previously used not only in relation to social activities, but also used for education purposes. Modern communication technologies such as, laptop, computers, interactive whiteboard, internet, social networks, are popular in the society, those technologies are rapidly developed and used widely around the world. Technology of communication has been longtime to be used for any purposes, for examples for economic, social, culture, politics, etc. These fields of social activities also included the using technology for teaching and learning English. In the term of education, researchers would prefers to investigate the using technology for teaching and learning English. The using of technologies of communication to education purposes widely used in some countries; such as, Arabic, USA, China, Malaysia, Australia, Iran, Bangladesh, etc.

The using of communication of technology for education purposes recently is used widely in around the world. China's Education Authorities, promoting the use of technology for education purposes, it was stated by Li and Ni (2011) cited in Liang, Weijun, (2021). She argued that some technologies which are familiar used for English Language learning and Teaching, for examples; audio and video material, online resources, multimedia software, etc. Technology used formally in the field of education of USA. It was stated by Thomas, C .Reeves (1998) cited in Erbas, Cipuri, & Joni, (2021) they described and explained some reasons for using technology in education, such as; a. technology can enable learners to be more personalized experiences, b. teachers are able to organize learning around real-world to develop student's competence about the concepts and content, c. using technology is able to motivate students to learn beyond classroom, for example; in the museum, libraries, and other sides of classroom, d. technology is able to encourage students' passion and students' personal interest, then the last, e. technology is able to access digital recourses needed by all learners.

Technology for Teaching and Learning English

Teacher's attitude to technology is one of point that necessary to discuss in this paper. Teachers should be comfortable for using technology in English Language teaching and learning. It is related with the ideas which the expert's ideas stated by Rakes and Casey, (2000) cited in Mollaei & Riasati, (2013), they stated that teachers should be comfortable and be positive with the technology to improve students' achievements. It is in line with the idea of using technology for teaching and learning English stated by Amiri, Eisa, (2012), he argued that there was a huge change in the pedagogy of teaching English language and literature. Further, he described that the bridge between education and internet technology made the deep impact of perspectives about teaching and learning. The next expert, (Kamil, Intrator, & Kim, 2000; Leu, 2000) cited in Flanagan, Sara, (2013) described that there are many specific technologies integrated into English Classroom used to create certain product for publishing program such as; instructional software. It is able to create a material for teaching learning; namely; software of grammar, spelling, Further, teachers and students are able to use this software for doing a drill as a literacy skill. Furthermore, the development of modern technology is able to make teachers and students exploring material for teaching and learning. It is in line with the idea which is argued by Aziz, Kamal, Dastal, & Wang, (2022). They mentioned that there are many websites for English educations such as; BBC English, VOA English, Ke Ke English. Other resources containing of English materials for example is

British Council Collaboration. It is written in the English site at; <http://www.teachingenglish.org.uk> by Dudeney, (2007) cited in Annisa, N, Astika & Suwartono, (2021). Then, Warchauer, Shetzer, & Meloni, (2002) cited in Annisa, N, Astika & Suwartono, (2021), they mentioned that there are some online link for exploring English Learning Material; those are the following; a. Digital Libraries Initiative (<http://dli.nsf.gov>), b. Literature Online (<http://lion.chadwyck.com>), c. News Papers Online (<http://www.newspapers.com>), d. The Times (<http://the-times.co.uk>), e. The New York Times (<http://www.nytimes.com>), f. The Washington Post (<http://www.washingtonpost.com>), g. The Wall Street Journal (<http://www.wsj.com>), h. The Sydney Morning Herald (<http://smh.com.au>), i. Time (<http://www.time.com>), j. Newsweek (<http://www.newsweek.com>), k. CNN.Com (<http://www.cnn.com>), l. BBC Online (<http://www.bbc.co.uk>), m. The New York Times Learning Network (<http://www.nytimes.com/learning>), n. BBC School Online (<http://bbc.co.uk/education/schools>). All of those material resources are able to support teaching and learning English. Teachers and students are free to explore for empowering their English competences. The using online learning material is supported by different expert, he is Trinder, (2017). He argued that the using of technology has been a tremendous impact to the second language classroom, it means that teachers and students are not depending on their textbook as the main sources of learning, (Trinder, 2017) cited in Rashad, Wagdi Ali, bin Hady, (2021).

Teacher and Students Attitude on Using Technology in teaching and learning

It is stated in the previous discussion, using technology for teaching and learning in education is recently popular and it becomes popular. Hopefully, the using technology included in the teaching and learning English. It stated by Sharndama (2013) cited in Aminullah, Loeneto, and Vianty, (2019) the using technology becomes indispensable tool to bridge teaching and learning English. The Ministry of Education and Culture, (2014) cited in Aminullah, Loeneto, and Vianty, (2019) stated that teachers should be utilized with ICT in order to be able to achieve the standard quality of the curriculum. Based on this role, it means that teachers need to be able to use ICT (technology) in designing English teaching, using materials for teaching process, and doing assessment. This policy actually has been started in the previous curriculum, (2013). The Ministry of Education and Culture, in the curriculum 2013, stated that teachers are demanded to apply technology for all subjects to support teaching and learning process. This role actually supported by the idea declared by (Reeves, 1998) cited in Aminullah, Loeneto, and Vianty, (2019) his statement that the using ICT (technology) in the teaching and learning process at schools helps teachers and students. Referring to those roles, teachers and students should be aware of using technology in the teaching and learning process, it is included in the teaching and learning English. Some problem revealed in the process of using technology by teachers and students in the teaching and learning process. Dudeney and Hockly, (2007) cited in Aminullah, Leonete, and Avianty, (2019) classified problems of using ICT by teachers and students, such as; a. it is lack of ICT tool, b. lack of knowledge and negative attitude towards technology, c. teachers and students are lack of confidence, d. lack of training of using technology. Unesco, (2005) cited in Aminullah, Loeneto, and Avianty, (2019) stated that there four level of using technology namely; emerging, applying, integrating, and transforming. The using of technology in Indonesia actually is not being satisfied yet. It was stated by UNESCO, (2009) cited in Aminullah, Leonete, and Vianty, (2019) it sated that in Indonesia ICT (technology) was in the level of learning of ICT not in the level of using ICT. Related to the COVID -19, the existence of technology in Indonesia is not in the level of learning but it is in the level of using technology. For examples, the technology of video conference, zoom meeting. Further,

blended learning process is recently developed in Indonesia. It is popular with the term *daring* (inside netting) or it is mixes between daring and luring, blended learning. Based on the research findings conducted by Aminullah, Loeneto, and Avianty, (2019) it was stated that teachers in Indonesia have positive attitude in the using technology for teaching and learning process. Further, the authors would like to investigate students' attitude to ICT.

Student is a part of learning process that not is able to replace. Recently students are also demanded to be able to use ICT (technology) in their learning. Students from elementary schools until higher education students, they recently also used technology (ICT) in their learning included in the learning English. It means that students in all levels used technology to support their learning process. Types of technology used by students recently are laptop, Internet, smart phone, together with their high varieties of applications. The research findings conducted by Tristiana&Rosyda, (2018) it revealed that 96,7 % students have a good and positive attitude toward to ICT uses in the teaching and learning English. The problem revealed to ICT uses, it was found that there was 93,3% students were difficult to access the Internet from the class. It was also found that 70% students took disadvantages of using ICT in the teaching and learning process, furthermore, it was also found that 61,9 % students stated that ICT made students to be more individualist. Furthermore, in the following discussion, the authors would like to describe the advantages and disadvantages of using ICT (technology) in the teaching and learning process.

Advantages and disadvantages of using technology in teaching and learning

The authors believe that ICT has significant positive effect to teaching and learning, and then authors also believe that ICT also has negative effect to the users. In this section, researchers would like to discuss the strength and the weaknesses of using ICT in English language teaching and learning. The strength and weaknesses of using ICT here refers to the findings of the research found by Costly, Kevin, C , (2014). He described some advantages of using ICT in the teaching and learning English, those advantages are as the following; a. technology is an integral of human life, it means that technology part of our life in everyday world, b. students from all levels of education demanded to use technology as a tool of communication, c. technology is particularly effective as a toll for learning English, this idea supported by Mamara &Murphy,(2003) cited in Costly, Kevin, (2014), d. technology makes students to be easier to collaborate among of them in real life, this idea also supported by Keser, Huseyin&Ozdamli, (2011) cited in Costly, Kevin, (2014), e. technology can be used in small discussion, for example for discussing literature taken from wikis, online literature circles, and online book clubs. Furthermore, Coffey, (2012) cited in Costly, Kevin, (2014), he argued that online literature is possible to make a sense of community; it is possible to create social interaction.

The using technology (ICT) not only has positive effect but it also has negative effect. Talking about negative effect of using ICT, authors would like to refer the findings of research conducted by Ya-nan, Zhang, (2013). He explained that the use of ICT may disastrous teaching effects. Further, technology emphasize too much as assistant, teachers are just as the role of guidance to assist students. Using technology, the material of college students is default. Then, college students have different kinds of difficulties in their language learning, such as; pronunciation, vocabulary, grammar, short-term memory, attention and mood. Furthermore, commonly happened that teacher's consciousness of using ICT is still poor, these are some weaknesses of using ICT in the teaching and learning, particularly, learning English.

CONCLUSION

Technology is a part of human life. It is used to cover any human life needs. It can be used for doing business, promoting culture, politics activities, and also education purposes. There are many types of technologies used in the societies, for example; Smartphone, computers, gadget, internet, etc. Those technologies have many applications that possible to do any human life activities, for example; telegram, Skippy, zoom meeting, etc. Technology actually is possible for teaching and learning English. Those technologies can be used for learning grammar, vocabulary, speaking, reading, pronunciation etc. Then, there are many online resources for English learning materials, on line learning materials are also freely access by any teachers and students. Further, technologies also have some advantages and disadvantages used in the teaching and learning English. Technology is possible used by any students and any teachers in all level of educations; it is from elementary schools until higher education levels in Indonesia. The using of technology is able to support teachers and students activities in teaching and learning English both inside and outside classroom.

REFERENCES

- Altun, Mustafa.2021. The Use of Technology in English Language Teaching: A Literature Review, International Journal of Social Sciences and Educational Studies, DOI: 1023918/ijssess.v9i1p226.
- Amiri, Eisa. 2012. A Study of The Application of Digital Technologies in Teaching and Learning English Language And Literature. InTERNTIONAL Journal of Scientifical & Technology Research Vol.1 Issue, 5, June 2012. IJSTR, www.ijstr.org
- Annisa, Astika, &Suwartono. 2021. Millinials, Technology, and English Language Teaching. Tarling Journal of Language Education, Vol, 5 No 1 Juni, 2021. <http://ejournal.iainpurwokerto.ac.id/index.php/tarling/index/> <https://doi.org/10.24090/tarling.v5i1.4072>
- Aminullah,Loeneto, & Vianty.2019. Teachers' Attitude and Problems of Using ICT in Teaching EFL, English Review: Journal of English Education. Vol 8 issue 1 , December, 2019, p- issn 2301-7554, e-ISSN 2541-3643, <https://journal.uniku.ac.id/index.php/ERJEE>
- Aziz, Kamal, Dostal, & Wang. 2022. Using Moder Technology to Improve English Teaching and Learning. Palacky University Olomouc, Czech Republic, International Conference on Innovation In Language Learning.
- Bacaan, Nuri & Gunuc, Selim.2017. Technology Integration In English Language Teaching and Learning. The Journal of Teaching English For Scientific and Academic Purposes.Vol.5 No 2. 2017, pp.349-358. DOI: 10.22190/JTESAP1702349G.
- Costly, Kevin.2014. The positive Effects of Technology on Teaching and Student Learning. Arkansas Tech University, kostley@atu.edu
- Erbas, Cipuri, & Joni. 2021. The Impact of Technology on Teaching and Teaching English to Elementary School Students, Linguistics and Culture Review, 5 (S3) 1316-1336. <https://doi.org/10.21744/lingcure.v5nS3.1815>.
- Genc,Iter Binnur. 2015. How does technology affect language learning process at an early Age? Internatonal Conference on Teaching and Learning English as an Additional Language, Antalya-Turkey, Procedia_Social and Behavioral Sciences 199 (2015) 311-316.
- Hamid, Sanusi & Wekke, Suardi. 2013. Technology on Language Teaching and Learning : A Research on Indonesian Pesantren. 2nd World Conference on Educational Technology

- Researches. *Procedia- Social and Behavioral Sciences* 83 (2013/ 585-589).
- Liang, Weilujeng. 2021. University teachers' technology integration in teaching English as a Foreign Language: Evidence from a case study in mainland China. *Springer Nature Journal, sn Soc Sci* (2021) 1:219. <https://doi.org/10.1007/s43545-021-00223-5>
- Mollaei&Riasati.2013. Teachers' Perception of Using Technology in Teaching EFL. *International Journal of Applied Linguistics&English Literature* , ISSN 2200-3592(PRINT) ISSN 2200 -3452 (Online).
- Parvin, Hossain & Salam Flint.2015. The Effectiveness of Using Technology in English Language Classroom in Government Primary Schools in Bangladesh, *Forum For International Research in Education*, Vol. 2, Iss.1, 2015, pp.47-59.
- Rashad, Wagdi Ali bin Hady. 2021. The Use of Technology in informal English Language Learning: Evidence From Yemeni undergraduate Students. *Learning and Teaching in Higher Education, Gulf Perspectives*, Vol.17 No 2.2021 pp.107-120, Emerald Publishing Limited 2077-5504. DOI.10.1108/LTIME09-2020-0037.
- Tristiana&Rosyda.2018. Students' Perception on The Integrating of Information and Communication Technology (ICT), *English Education: Jurnal Tadris Bahasa Inggris*, P ISSN 2086-6003- ISSN 2580-1449
- Warni, Aziz, Abdul, Febriawan.2018. The Use of Technology in English As A Foreign Language Learning Outside the Classroom. An Insight into Learner Autonomy. *LLT Journal: A Journal on Language and Language Teaching*. <http://e-journal.usd.ac.id/index.php/LLT>. e- ISSN 2579-9533, p-ISSN 1410-7201, Vol.21.No 2. October 2018. Sanata Dharma University, Yogyakarta, Indonesia.
- Ya-nan, Zhang.2013. Analysis of Advantages and Disadvantages of Computer-Assisted Instruction in Teaching English Science, *International Conference on Education Technology and Management Science (ICETMS)*. Knight97@sohu.com
- Yasir,Mohammad, Naseem. 2021.Scope of Technology in English Language Teaching. *Language in India*.www.languageindia.comISSM 1930-2940 Vol.21.3 March 2021.
- Yunus, Nordin, Salehi,Hui Sun, & Amin Embi. 2013. Pros and Cons Using ICT in Teaching ESL Reading and Writing. *International Education Studies*: Vol.6. No 7. 2013. ISSN 1913-9039, Canadian Center of Science and Education. <http://dx.doi.org/10.5539/ies.v6n7p119>
- Lestari & Setiyawan.2020. Technology Era, Global English, CLIL: Influence and its Impact on English Teaching For Young Learners in Indonesia. *International Conference on Environment and Technology*, IOP Publishing, Doi:10.1088/1755.1315/469/10/1/012094
- Anitha, K. Saravanan & Tamilarasan. 2019. Integrating Technology into English Language Teaching: An Analysis. *International Journal of Resent Technology and Engineering (IJRTE)*, ISSN: 2277-3878, Vol. 8, Issue-1C2.
- Syamlee, D.2012. Use of Technology in English Language Teaching and Learning: An Analysis, *International Conference on Language, Medias, and Culture*, IPEDR Vol.33 IACSIT Press, Singapore.
- Kawinkoonlasate. 2019. Technology Integration and English Language Instruction For Education. *Indonesian Journal of English Language Teaching and Applied Linguistics*. Vol.3 (2) 2019. www.ijeltal.org. e-ISSN:2527-8746; p-ISSN:2527-6492.
- Lutfiyyah, Hafifah, Inove,& Tresnadewi. 2021. Technology use in secondary level of English Language Teaching: A Literature Review. *Journal of English Educators Society*, ojs.umsida.ac.id/index.php/jees

