

**ISSUES IN ENGLISH LANGUAGE TEACHING IN THE DIGITIZED
WORLD TRACING THE ACCOMMODATION OF DIGITAL
TECHNOLOGY**

Submitted to Fulfill Part of the Requirements to Obtain
Bachelor of English Education Degree Education
Thesis



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MOTTO

“Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch or release. What I mean by that is, knowing what things to keep and what things to release.

You can’t carry all things, all grudges, all updates on your ex, all enviable promotions your school bully got at the badge fund his uncle started. Decide what is yours to hold and let the rest go”-Taylor Swift.

“Sesungguhnya di setiap keulitan pasti ada kemudahan, maka bersungguh-sungguhlah hingga kamu berhasil”

*“Apa yang kamu keluhkan hari ini adalah impian bagi orang lain “ Jasdarn,
(2019).*

*“ Allah tidak mengatakan hidup ini mudah. Tetapi Allah berjanji , bahwa
sesungguhnya Bersama kesulitan ada kemudahan
(Qs.Al-Insyirah:5-6)*

DEDICATION

DEDICATION In the name of Allah the beneficent and the merciful. This thesis is dedicated to:

- My beloved father Alm. Arifin.H.A.Rachman and mother Heni Retna Widayati who always support me emotionally and materially with prayer, love, and patience. Without you, I am nothing.
- My lovely elder Ompu Bima Nugroho thank you for your support
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Finally, The researcher realizes that this thesis is still far from complete, so the researcher expects this thesis to be useful, especially for the researcher and generally for the readers.

Semarang, 20 December 2024

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ABSTRACT

Title : Issues In English Language Teaching In The Digitized World Tracing
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In light of the digital age, this thesis investigates how digital technology can be incorporated into English language teaching (ELT). It looks into the difficulties encountered during this shift as well as how prepared teachers and students are to use digital tools. Using a qualitative methodology, the study collects data from English language instructors and students in Semarang, Indonesia, through interviews and document analysis. The results show that although many teachers have mastered the use of digital tools like interactive applications, video conferencing, and learning management systems, problems still exist. Effective technology integration is hampered by problems like uneven internet access, restricted device access, and students' differing degrees of digital literacy. The use of digital technology has improved student engagement and enabled individualized learning experiences despite these challenges. To guarantee that ELT can fully benefit from digital technology, this study highlights the significance of teacher preparation, a strong digital infrastructure, and flexible teaching techniques. The study intends to add to the current discussion on enhancing English language instruction in a world that is rapidly digitizing by tackling these issues.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is among the many aspects of human life reshaped by digital technology's advancement in recent decades. Digitalization has made learning more adaptable, innovative, and accessible. English language learning has especially improved through the use of digital tools and platforms. Modern teaching methods now have more possibilities thanks to online learning platforms, interactive applications, and multimedia resources. These tools provide anytime, anywhere access to educational materials, leading to a more engaging learning experience for students. In short, learning is not limited to traditional classrooms anymore.

In addition, digital technology provides personalized learning experiences, enabling students to learn at their own pace and address their specific needs. AI-powered tools like language apps, virtual classrooms, and online assessments help educators and learners monitor progress and pinpoint areas needing attention. This integration enhances teaching and learning effectiveness via interactive elements and real-time feedback. With the growing global importance of English, digital tools in English language education equip students with the necessary skills for a modern, interconnected world.

Moreover, personalized learning experiences are enabled by digital technology, allowing students to learn independently and cater to their unique needs. Language apps, virtual classrooms, and online assessments, all powered by AI, assist educators and learners in monitoring progress and highlighting areas for attention. Interactive elements and real-time feedback improve teaching and learning through this integration. Digital English language learning tools are essential in today's interconnected world because of the growing global importance of English.

Additionally, employing these digital tools allows teachers to diversify their teaching methods, catering to diverse learning styles and

requirements. For example, while LMS platforms organize learning materials, track progress, and offer feedback, AI tools personalize learning with adaptive content and assessments. Remote collaborative learning is enhanced by video conferencing platforms that allow for real-time, interactive communication. Also, gamification employs game elements to create a more enjoyable and interactive English learning process. Technology allows educators to transition traditional learning spaces into more creative, flexible, and student-centric experiences.

Although digital technology in ELT has huge potential, it also presents considerable challenges. Effective technology integration in teaching is lacking amongst some educators, hindering improved student learning. Conversely, students often encounter obstacles including inadequate technology access, differing digital literacy skills, and varied preparedness for new learning spaces. These challenges create uneven effectiveness in digital learning, particularly where tech infrastructure or support is lacking.

Moreover, a digitized world causes adapting teaching methods, materials, and curricula to keep English language learning current and relevant. To close the access and preparedness gaps, educators must integrate technology into teaching creatively¹. This involves training teachers, improving students' digital literacy, and developing adaptable curricula for technological progress. ELT can unlock the full potential of digital technology by conquering these obstacles, thus creating more inclusive, engaging, and adaptable English education for a rapidly evolving world.²

The COVID-19 pandemic, with its shift to online teaching and learning, made this phenomenon much clearer, demanding a quick technological change. But, successful adaptation was not achieved by all schools and educators. Many English teachers faced challenges integrating

¹ Zhou, J. (2024). Second Language Teaching In The Digital World : Why We Need Digital Technologies ? 17(1).

² Dian Yuliani Paramita, P. (2023). Penggunaan Teknologi Dalam Pembelajaran Bahasa Inggris: Studi Kasus Implementasi Aplikasi E-Learning. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 4(2), 1799–1804. <https://doi.org/10.62775/Edukasia.V4i2.508>

digital technology, often because of insufficient skills or resources. Failing to adapt resulted in inconsistent instruction quality, particularly where resources and training were insufficient.³

The absence of face-to-face interaction made digital teaching less effective for some students, however. Virtual learning environments often hinder complete lesson comprehension and motivation because of insufficient direct interaction. These issues show a large gap in how ready teachers and students are to use technology in English teaching compared to how advanced the technology is. To overcome this challenge, we need a more holistic strategy encompassing better digital infrastructure, enhanced teacher training, and interactive, student-focused teaching methods that leverage technology effectively.

Almalki's (2020) research found a strong correlation between technology skills, teachers' views on technology, and technology integration in English teaching, but no significant link to teachers' age. Rahmawati's (2021) research similarly showed that technology like projectors, laptops, and interactive learning apps boost student motivation and participation in English classes.

1.2 Problem Formulation

Given the above background information, the following research questions guided this study:

1. How ready are educators and students to incorporate digital technology into English language teaching in the digital age?
2. How can effective strategies address these challenges and improve teaching quality?

³ Huriati, N., Panggabean, H. M., Wahyuningsih, D., Franchisca, S., & Agnes Manuhutu, M. (2024). The Role Of Technology Integration In Enhancing English Language Proficiency Among Senior High School Students. *Journal On Education*, 06(04), 20065–20075. [https://jonedu.org/index.php/joe/article/view/6046#:~:Text=The Integration Of Technology In,Personalized Learning%2C And Fosters Collaboration.](https://jonedu.org/index.php/joe/article/view/6046#:~:Text=The%20Integration%20Of%20Technology%20In,Personalized%20Learning%2C%20And%20Fosters%20Collaboration.)

1.3 Research and Benefits of the Research

1.3.1 Research Objective

Based on the research questions above, the following are the objectives of this study:

1. Analyze educators' and students' readiness to use digital technology in English language teaching during the digitalization era.
2. Identify effective strategies to address challenges and improve teaching quality.

1.3.2 Benefits of the Research

1. Theoretical Benefits

This research theoretically contributes to a deeper understanding of technological readiness in digital-age English language teaching. This research should add to our understanding of digital technology's role in education, especially English language teaching, and offer a strong basis for future studies.

2. Practical Benefits

Practically, this research can help educators and educational institutions design and implement digital technology in English language teaching. Educators can be better prepared and more skilled in utilizing technology to improve the quality of learning while also facilitating students in learning more effectively and interactively.

CHAPTER II

THEORETICAL BASIS

2.1 Description Of Theory

2.1.1 Technological Pedagogical Content Knowledge (TPACK)

Mishra and Koehler's (2006) TPACK framework highlights technology integration in teaching. It highlights the connections between three crucial knowledge domains: technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). TPACK aims to help educators effectively integrate technology, pedagogy, and content knowledge for innovative teaching in digital environments.

In English language teaching, TPACK offers a structured approach to the challenges and opportunities presented by digital technology. Using this framework, teachers can better align their technological tools, pedagogical strategies, and content expertise to improve the learning experience. In the context of English language teaching, TPACK offers a structured approach to incorporating technology that is consistent with both pedagogical strategies and content mastery. This integration ensures that digital tools are not just supplementary but also essential components of the teaching process, encouraging creativity and meaningful engagement among students.

Components of TPACK

1. Technological Knowledge (TK): Understanding digital tools and their applications in education.
2. Pedagogical Knowledge (PK) refers to mastery of effective teaching methods and strategies.
3. Content Knowledge (CK): A thorough understanding of the subject matter being taught.

By combining these components, TPACK allows educators to create innovative and effective teaching practices. For example, English language

teaching promotes the use of interactive tools and methodologies to improve students' learning experiences.

2.1.2 Digitalization in Education

Digitalization in education refers to the incorporation of digital technologies into the learning process, thereby transforming traditional methods of teaching and learning. This transformation is more than just the use of computers and the internet; it includes a shift in how education is delivered, accessed, and experienced. Online learning platforms, digital textbooks, multimedia content, and educational apps have all become essential components of today's global education systems.

The digitalization of education has expanded opportunities for both students and educators. For students, it offers greater access to learning materials, personalized learning experiences, and the ability to collaborate across distances. For educators, digital tools provide innovative ways to engage students, track progress, and create diverse learning environments.

Moreover, the swift advancement of technologies like AI, VR, and AR is transforming education. These technologies provide immersive learning experiences, allowing students to interact with content in novel and dynamic ways. However, digitalization introduces new challenges, such as the digital divide, the need for digital literacy, and concerns about data privacy and security. As the world adapts to digital transformation, educational institutions must ensure that technology is used to improve learning outcomes while mitigating potential risks. Digitalization in education is more than just adopting technology; it is about reimagining education to be more inclusive, accessible, and adaptable to the needs of the modern world.

2.1.3 Using Digital Technology in English Language Teaching

New digital tools and platforms have revolutionized English Language Teaching (ELT), enhancing both teaching and learning. Digital technology in language education boosts teacher resources and creates more

personalized, interactive learning. This change reflects the increasing need for innovative teaching methods to meet the diverse needs of today's students.

ELT employs digital tools in diverse ways, ranging from basic resources such as online dictionaries and grammar checkers to sophisticated systems including learning management systems (LMS), interactive whiteboards, and AI-driven platforms. These technologies create a more dynamic and engaging way to learn languages, motivating students to practice outside of class. To improve their speaking skills, students can use apps that simulate real conversations; for reading and writing, they can use online resources.

Digital technology also enables diverse teaching approaches. Blended learning, for instance, merges face-to-face and online teaching for greater learning flexibility. Flipped Classroom models use digital tools for content delivery outside of class, enabling more interactive, student-centered in-class activities. ELT's use of social media (YouTube, Facebook, Twitter, etc.) lets students use real-world language and connect globally with peers and native speakers. Language learning apps, including Duolingo, Babbel, and Memrise, similarly use game mechanics to motivate consistent practice.

Despite these advantages, integrating digital technology in ELT also presents challenges such as ensuring equitable access to technology, the need for continuous teacher training, and balancing technology use with traditional teaching methods. However, when effectively implemented, digital technology can significantly improve the learning experience, making language acquisition more accessible, engaging, and enjoyable.

2.1.4 Issues in English Language Teaching

English Language Teaching (ELT) faces challenges in adapting to the evolving educational landscape. As the demand for English proficiency increases globally, so do the complexities involved in teaching the language

effectively. These issues are influenced by numerous factors, including educational policies, cultural contexts, and technological advancements.

The diversity of learners is one of ELT's major challenges. Students come from diverse linguistic backgrounds and have varying levels of proficiency, making it difficult for teachers to meet the needs of all students. This diversity necessitates differentiated teaching methods, personalized learning strategies, and a better understanding of the students' backgrounds. Another significant issue is the limited availability of resources. Many regions, particularly developing countries, may have limited access to modern teaching materials, digital tools, and a reliable internet connection. This can reduce the effectiveness of ELT, particularly in an age when digital resources are becoming increasingly important for language learning.

Another challenge is integrating technology into the classroom. While digital tools and online platforms have the potential to improve language learning, many educators may lack the necessary skills to implement them effectively. Teachers require ongoing professional development to integrate technology into their teaching practices in ways that improve student engagement and language proficiency.

Additionally, there are methodological issues related to traditional approaches to teaching. In many cases, language teaching still relies heavily on outdated methods such as rote memorization and grammar-focused instruction, which may not be suitable for developing communicative competence. There is a growing need for more communicative, task-based, and learner-centered approaches that promote real-world language use.

Finally, cultural factors can influence ELT. Language is inextricably linked with culture, and teaching English frequently requires navigating cultural differences. Teachers must be aware of the cultural implications of language instruction and use materials and methods that are culturally sensitive and inclusive. As ELT evolves, addressing these issues is critical for improving the quality of language education and ensuring that learners have the skills needed to communicate effectively in a globalized world.

2.2 Review Of Relevant Literature

Previous studies that are relevant to this research are as follows :

Table 2.1 Previous Studies

No.	Author(s) and Year	Title	Research Findings
1	Rachmawati & Yuniarti, 2020	The Role of Digital Technology in English Language Teaching in Indonesian Higher Education	This study found that digital technology significantly enhances students' engagement and improves language acquisition by providing interactive and personalized learning environments. Teachers highlighted the importance of training in using digital tools effectively to maximize their impact.
2	Sun & Gao, 2021	A Study on the Use of Digital Tools in Teaching English as a Second Language	Findings showed language learning apps, and online platforms boosted students' vocabulary and speaking abilities. The study highlighted that blending technology and traditional teaching is key for students to learn best.
3	Alshaikh, 2021	Exploring the Integration of Digital Tools in English Language Teaching in Saudi Arabia	The study concluded that integrating digital tools in Saudi Arabian English language classrooms led to better student collaboration and more efficient language learning. However, the research also highlighted challenges such as the need for professional development for teachers and unequal

			access to digital resources.
4	Li & Chai, 2019	Digital Technology and Its Impact on English Language Teaching in China	This study demonstrated that digital technologies such as virtual classrooms, gamification, and AI-based applications contributed to increased student motivation and active participation in English language lessons. It also highlighted the challenge of adapting traditional pedagogy to these digital environments.
5	Pérez & Rodríguez, 2020	Investigating the Use of Digital Platforms in Teaching English: A Comparative Study	The findings showed that students using digital platforms for English language learning performed better in reading and listening skills. The research recommended that teachers incorporate digital tools in a balanced way to foster critical thinking and creativity.
6	Wang, 2022	The Effect of Digital Game-Based Learning on English Language Acquisition	This study found that digital game-based learning (DGBL) enhances students' English language acquisition, particularly in listening and speaking skills. It showed that games provide an immersive learning experience that increases motivation and reduces language anxiety.
7	Uyanik, 2020	The Integration of Mobile Technology in	The research indicated that mobile technology, particularly through

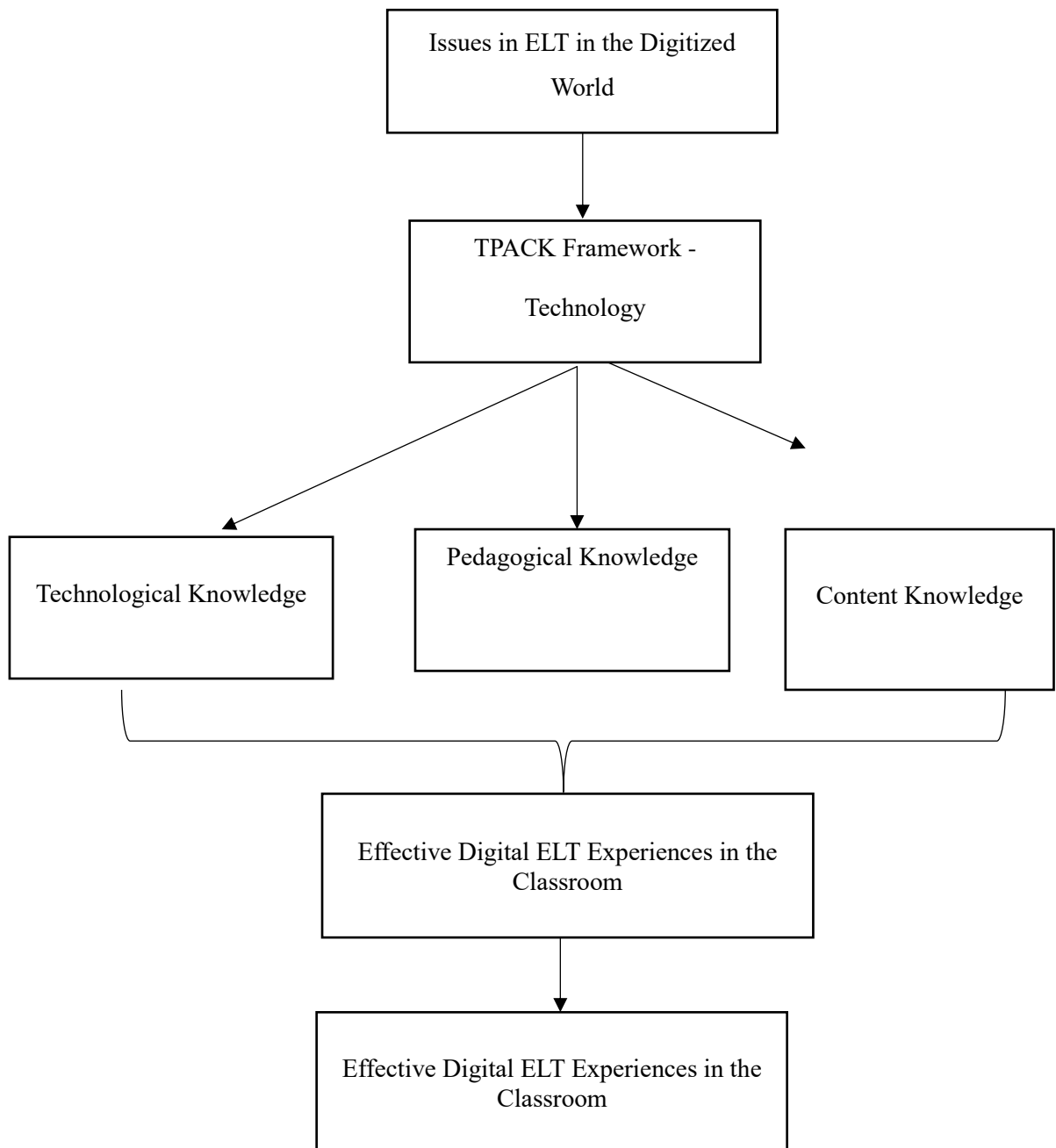
		English Language Teaching	mobile apps and interactive platforms, helped learners access resources anytime and anywhere, fostering autonomous learning. It also found that mobile technology facilitated communication between students and teachers beyond the classroom.
8	Mertens & Jones, 2022	The Influence of Social Media on English Language Learning	This research demonstrated that social media platforms like Facebook, YouTube, and Twitter can significantly improve English language learners' communication skills, as they provide exposure to authentic language use and opportunities to interact with native speakers.
9	Yilmaz, 2019	Using Digital Technology to Support English Language Learners with Disabilities	The study concluded that digital tools, such as speech-to-text software and audio-visual aids, can be highly effective in supporting English language learners with disabilities. The research emphasized the need for personalized learning tools that cater to individual learning needs.
10	Al-Saadi & Tan, 2021	The Impact of E-Learning Tools on English Language Teaching in UAE	The study found that e-learning tools, including Learning Management Systems (LMS) and virtual classrooms, significantly

			improved the engagement and performance of English language students in the UAE. However, the study also highlighted the need for better infrastructure and training to overcome technical difficulties.
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2.3 Framework Of Thinking

This study uses the following framework for thought. Mishra and Koehler’s (2006) TPACK framework offers a solution to the difficulties of teaching English using digital technologies, like insufficient tech skills and the need for engaging lessons. The TPACK framework stresses the merging of three core components: technological knowledge (TK), encompassing proficiency with digital tools like language learning apps or online platforms;

Effective digital English learning, especially in tech-based classrooms, comes from these three elements working together. For example, teachers can use interactive apps such as Duolingo to improve students’ vocabularies or use AI chatbots for speaking practice. Mishra and Koehler (2006) argue that effective digital-age teaching hinges on the synergistic interplay of technology, pedagogy, and content to enhance student learning.



CHAPTER III

RESEARCH METHODS

3.1 Types and Approaches of Research

This descriptive research aims to comprehensively understand the challenges of ELT in the digital age. This focuses on pinpointing and detailing the main issues, trends, and reactions related to digital technology's role in language education.

Using a qualitative approach, this research is conducted within the TIP-X framework. This research examines the perspectives and practices of English teachers, students, and institutions on digital technology's role in language education. TIP-X research excels at tracking how digital technology is used in teaching, thoroughly examining adoption, challenges, and integration into teaching methods.

By adopting the TIP-X approach, this study emphasizes understanding the complex process of digital technology integration, focusing on the subjective experiences of participants rather than relying on quantitative data. This approach facilitates a detailed exploration of how digital tools and resources are integrated into ELT, as well as how they impact teaching and learning dynamics.

3.2 Research Location and Time

The research will be conducted in Semarang, Central Java, Indonesia. The location has been chosen due to its diverse educational institutions, including schools and universities, where English language teaching is actively practiced and the incorporation of digital technologies into education is becoming increasingly important.

The research will take place from November to December 2024, providing a two-month timeframe to collect data, conduct interviews or surveys, and analyze the responses from teachers, students, and educational stakeholders involved in English language teaching within the selected

institutions in Semarang. This period allows for a thorough investigation into the current state of digital technology integration in English language teaching, as well as the challenges that arise during its implementation.

3.3 Data Sources

Data for this study will be gathered from both primary and secondary sources.

1. Primary Data

Primary data will be obtained through interviews and surveys with English language teachers and students from educational institutions in Semarang. Teachers will provide insights into their use of digital technologies in teaching, while students will share their experiences and perceptions of learning with these technologies.

2. Secondary Data

Secondary data will be gathered from academic articles and reports on the use of digital technologies in English language teaching to provide context for the study.

3.4 Research Focus

The research will be conducted in Semarang, Central Java, Indonesia. The location has been chosen due to its diverse educational institutions, including schools and universities, where English language teaching is actively practiced and the incorporation of digital technologies into education is becoming increasingly important.

The research will take place from November to December 2024, providing a two-month timeframe to collect data, conduct interviews or surveys, and analyze the responses from teachers, students, and educational stakeholders involved in English language teaching within the selected institutions in Semarang. This period allows for a thorough investigation into the current state of digital technology integration in English language teaching, as well as the challenges that arise during its implementation.

3.5 Data Collection Techniques

Data for this study will be collected using two main techniques:

1. Interviews

Semi-structured interviews will be conducted with English language teachers, students, and educational stakeholders. These interviews will provide in-depth insights into their experiences with digital technologies in English language teaching, the challenges they face, and their perceptions of the effectiveness of these tools in the learning process. The semi-structured format allows for flexibility in exploring relevant topics while maintaining focus on the research objectives.

2. Documentary Analysis

Documentary analysis will be used to gather secondary data from reports, academic articles, and institutional documents related to the use of digital technologies in education. These documents will help to contextualize the findings from interviews and provide additional background information on the policies, strategies, and existing research concerning digital integration in English language teaching.

3.6 Data Validity Testing

To ensure this study's data is valid and reliable, we will primarily use triangulation. Cross-checking research findings using multiple data sources and methods strengthens credibility through triangulation.

In this research, triangulation will be applied in the following ways:

1. Source Triangulation

Data will be gathered from multiple sources, including English language teachers, students, and educational stakeholders such as administrators or policy-makers. These participants will provide diverse perspectives on the integration of digital technologies in English language teaching. By comparing the responses from these different groups, the research can assess whether there is consistency

in the reported experiences and challenges related to the use of digital tools in education.

2. Methodological Triangulation

The research will use both interviews and documentary analysis as data collection methods. Interviews will capture the personal perspectives and experiences of participants, while documentary analysis will provide a broader context through existing reports, academic articles, and institutional documents on the topic. By integrating these two methods, the study can cross-check the findings from interviews with secondary data, ensuring a more robust understanding of the research topic.

3. Theory Triangulation

The research will also draw on multiple theoretical frameworks to guide the analysis of data. For instance, the study may use concepts from Technology Integration Models and Constructivist Learning Theory to interpret the data. Triangulating the data with different theoretical lenses will help verify whether the findings align with existing theories and models, further confirming their validity.

3.7 Data Analysis Techniques

This research uses a systematic process for data analysis to interpret the collected data and form meaningful conclusions. We will primarily use qualitative content analysis to analyze the interview and document data. Using this method, the researcher can pinpoint key themes, patterns, and insights regarding digital technology integration in teaching English. Here are the steps involved in the data analysis:

1. Data Transcription

All interview recordings will be transcribed verbatim to ensure accuracy in data representation. Transcripts will be reviewed and cleaned for any errors, ensuring the data is ready for analysis.

2. Coding

The transcribed interview data and documents will be coded using a thematic coding approach. Key phrases, sentences, or sections that relate to the research questions will be identified and grouped into categories. These codes will help to organize the data into themes related to the challenges and opportunities of digital technology integration in language teaching.

3. Theme Identification

Once the data has been coded, the researcher will identify recurring themes and patterns across the data. These themes may include topics such as the effectiveness of digital tools, the challenges teachers face, and the impact on student learning. The themes will be organized into broader categories that align with the research focus.

4. Interpretation

After identifying the key themes, the researcher will interpret the data to the research questions and objectives. This will involve analyzing how the identified themes connect with the theoretical frameworks, existing literature, and the research context. The interpretation will help to explain the findings and their implications for digital technology integration in English language teaching.

5. Validation

To ensure the accuracy of the analysis, the researcher will use triangulation, comparing data from different sources (e.g., interviews, documents) and checking for consistency in the themes identified. This process will help to confirm the validity of the findings and reduce potential biases.

By using these qualitative data analysis techniques, the research aims to provide a comprehensive and in-depth understanding of how digital technologies are integrated into English language teaching, along with the challenges and opportunities that arise in the process.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

4.1 Data Description

4.1.1 Readiness of English Language Teaching in the Digital Era

Digital literacy in English language teaching (ELT) is vital for educators and students to use technology effectively and improve learning. Technological knowledge refers to teachers' familiarity with digital tools and how to effectively use them in the classroom. The following is the informant's statement.

“I feel quite comfortable using digital technology in my English teaching. Initially, I was hesitant, but after several training sessions, I am now proficient with tools like Google Classroom, Zoom, and YouTube to enhance my lessons. I regularly use Google Classroom for assignments, Google Docs for collaborative writing tasks, Zoom for live online sessions, and YouTube to provide engaging videos that explain key language concepts.”

This statement shows how the teacher overcame initial reluctance to confidently use digital tools in their English classes. Initially, the teacher expressed uncertainty about using digital tools for teaching, a common feeling among educators when transitioning to digital platforms. However, after participating in several training sessions, the teacher gained confidence and now feels quite comfortable using various tools, including Google Classroom, Zoom, and YouTube.

This progression emphasizes the critical role that professional development and training play in overcoming barriers to technology adoption. By using Google Classroom for assigning and tracking students' tasks, Google Docs for collaborative writing exercises, Zoom for conducting live online sessions, and YouTube for sharing engaging and educational videos, teachers have effectively integrated digital technology into their teaching practices. These tools allow for enhanced interaction, access to diverse learning materials, and more flexible learning experiences.

This shift reflects the broader trend in education where digital tools are increasingly essential in creating dynamic and accessible learning environments. The positive experience shows that continued support and training are crucial for teachers to become proficient with technology, thus creating more engaging lessons for students.

The following is the informant's statement.

“The main challenge is inconsistent internet access, both at school and at home. Also, some students lack access to the necessary devices, which limits their participation in digital learning. The technology at school is somewhat ready, but there is room for improvement. The Wi-Fi connection is often slow, and some classrooms are not fully equipped with functional devices. We need better internet speed and additional teacher training to maximize technology use in lessons.”

The statement highlights several key challenges faced by the teacher in integrating digital technology into the classroom. Inconsistent internet access, both at school and at home, is the primary obstacle, preventing seamless digital learning and limiting student participation. The lack of necessary devices among some students further exacerbates the issue, as it hampers their ability to engage with online lessons and resources. While the teacher acknowledges that the school's technology infrastructure is somewhat ready, it is clear that there is still significant room for improvement.

Slow Wi-Fi connections and classrooms that are not fully equipped with functional devices are recurring problems that need urgent attention. The teacher emphasizes the need for better internet speed and more reliable equipment, as well as additional training for educators to enhance their proficiency in using digital tools.

Addressing these challenges is crucial for ensuring that technology can be fully integrated into teaching practices and for providing all students with equal opportunities to benefit from digital learning. Pedagogical

knowledge involves the strategies teachers use to implement technology in their teaching. The following is the informant's statement.

“Yes, I have adapted my teaching by using digital tools like online quizzes and games to teach vocabulary and grammar. I also use Zoom's breakout rooms for group speaking exercises, which makes the lessons more interactive. Yes, the methods I apply are effective because they make the lessons more engaging. The flexibility of online resources allows students to learn at their own pace, and interactive platforms help improve their language skills. Yes, technology enhances interaction. Video calls on Zoom allow me to gauge students’ understanding through their facial expressions and body language. Additionally, Google Classroom enables direct communication and faster feedback on assignments.”

This statement shows the teacher proactively used digital tools to improve learning. Online quizzes, games, and Zoom breakout rooms make lessons more interactive and engaging by improving vocabulary, grammar, and speaking skills. The teacher acknowledges that these methods are effective, as they not only make the lessons more interesting but also provide students with the flexibility to learn at their own pace.

Interactive platforms, like Zoom and Google Classroom, support the development of language skills and create opportunities for deeper engagement with the content. The teacher also indicates that Zoom video calls allow for gauging students’ understanding via non-verbal cues such as facial expressions and body language, thus improving interaction and feedback. Google Classroom’s direct communication feature allows for quicker responses to assignments, which improves the overall learning experience.

Digital technology’s positive influence on interactive, student-centered learning is underlined by this approach. A teacher’s content knowledge encompasses a thorough understanding of English and the skill to use digital tools to teach grammar, vocabulary, listening, speaking, and writing. The informant stated the following.

“Yes, technology is very helpful. I use online platforms like Quizlet to teach vocabulary, YouTube videos for pronunciation practice, and other online tools to demonstrate grammar concepts with instant feedback. I use technology extensively. I incorporate multimedia resources to explain complex topics and use Google Docs for collaborative activities where students can work on group assignments and learn from each other. I also use online assessments for quick feedback.”

The statement shows the teacher’s effective use of technology to improve student learning. To boost interactivity, the teacher uses Quizlet for vocabulary, YouTube for pronunciation, and other digital tools with immediate feedback to explain grammar concepts. Multimedia resources, incorporated to clarify complex topics and energize learning, highlight the program’s extensive use of technology.

Additionally, the use of Google Docs for collaborative activities promotes peer learning, where students can work together on group assignments, fostering collaboration and knowledge sharing. Online assessments are also utilized to provide students with quick and constructive feedback, ensuring that learning progress can be monitored efficiently. This approach demonstrates the teacher’s commitment to creating a technologically enriched learning environment, where students can benefit from varied resources and immediate responses, ultimately enhancing their understanding of the language.

4.1.2 Strategies to Overcome Challenges in Digital English Language Teaching

Effective digital English Language Teaching (ELT) hinges on addressing the challenges of technology integration. To address these challenges, we can use several strategies that improve technology, teaching, and subject expertise. This is the informant’s statement.

“Offering ongoing professional development for teachers and providing training on the tools would be highly effective. Additionally,

ensuring that students have proper training before using technology in lessons will help address some of the challenges. I make sure to familiarize myself with the tools before class. I practice using the tools beforehand to ensure a smooth lesson. I also check if devices are functioning properly before class begins.”

The statement underscores the significance of continuous professional development in tackling the challenges of integrating technology into education. Enhancing teacher skills in using technology for teaching is a priority, achieved through sustained training in digital tools. The teacher emphasizes that students need adequate training to use technology effectively, ensuring they’re prepared for digital resources.

On a personal level, the teacher takes proactive steps by familiarizing themselves with the tools before each class, practicing their use to ensure smooth lesson delivery, and checking the functionality of devices beforehand. This preparedness ensures that technical issues are minimized during the lesson, promoting a more seamless and productive learning experience. Overall, these strategies reflect the teacher's commitment to overcoming technological challenges and creating a more efficient and engaging digital learning environment. The following is the informant's statement.

“I find blended learning, which combines face-to-face teaching with online resources, to be highly effective. Using online group activities like collaborative writing in Google Docs or engaging in discussions via Zoom enhances student participation. I believe more training on interactive teaching tools like Zoom and Google Classroom would be helpful. Teachers also need better access to updated devices and faster internet to avoid technical issues during lessons. I use breakout rooms in Zoom to have students collaborate in smaller groups. I also encourage online discussions in forums, which help students communicate more actively, even in a digital environment.”

The teacher's statement emphasizes the success of their blended learning experience, a combination of in-person and online learning that resulted in a more dynamic and engaging classroom. By incorporating online group activities, such as collaborative writing using Google Docs and engaging in discussions via Zoom, the teacher can increase student participation and foster a more interactive classroom atmosphere. The teacher also emphasizes the need for additional training on interactive teaching tools, like Zoom and Google Classroom, to enhance the effectiveness of these technologies. Moreover, the teacher stresses the importance of providing teachers with access to updated devices and faster internet connections to reduce technical issues during lessons.

Using Zoom breakout rooms for group work and online forum discussions shows the teacher fosters active student communication and engagement, even online. These strategies demonstrate a teacher's commitment to improving technology use for better student engagement and learning, promoting effective learning. Here's what the informant said.

"I use video lessons, interactive quizzes, and real-time feedback through online platforms to help teach more complex English topics. These tools allow me to explain difficult concepts and check students' understanding immediately. I adapt my teaching materials to make full use of the technology at my disposal. For instance, I use multimedia slides for presentations, videos for better comprehension, and online assessments to test students' knowledge after each lesson."

The teacher purposefully used digital tools to teach complex English topics and improve student comprehension, as the statement shows. By incorporating video lessons, interactive quizzes, and real-time feedback through online platforms, the teacher can break down difficult concepts and assess student comprehension immediately. This approach not only provides students with varied learning materials but also ensures they are actively engaged with the content.

The teacher adapts their teaching materials to fully leverage the available technology, using multimedia slides for presentations, videos to

aid comprehension, and online assessments to evaluate students' knowledge after each lesson. These approaches demonstrate a dedication to fostering interactive, student-focused learning, leveraging technology optimally for teaching and learning. By incorporating many types of digital resources, the teacher improves subject understanding and enables dynamic, adaptable learning.

4.2 Data Analysis

4.2.1 Readiness of English Language Teaching in the Digital Era

This study uses the TPACK framework to assess and present the level of readiness among educators to incorporate digital technology into their English language teaching practices in the digital era. TPACK comprises three fundamental components: Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK). This framework helps teachers integrate technology and teaching effectively.⁴

The informant's statement shows a marked increase in the teacher's use of digital technology. The teacher, initially uncomfortable with digital tools, became proficient after attending multiple training sessions. Now, the teacher is at ease using a variety of tools including Google Classroom, Zoom, and YouTube⁵. This progression highlights the value of professional development and training in overcoming barriers to technology adoption. Assignments are handled via Google Classroom, collaborative writing uses Google Docs, Zoom facilitates live sessions, and YouTube provides educational videos—all effectively integrated into this teacher's practice.

Technological Knowledge (TK) is foundational in supporting the use of digital tools in teaching. The teacher's journey from uncertainty to proficiency reflects the importance of ongoing training to build TK. This

⁴ Akram, H., Abdelrady, A. H., Al-Adwan, A. S., & Ramzan, M. (2022). Teachers' Perceptions of Technology Integration in Teaching-Learning Practices: A Systematic Review. *Frontiers in Psychology*, 13(June), 1–9. <https://doi.org/10.3389/fpsyg.2022.920317>

⁵ Ishaq, A., Rani, M., Abbas, F., Mahmood Arif, K., & Bashir Zia, R. (2023). Teacher Perception of ICT Integration in Teaching and Learning at Elementary Level. *Al-Qantara*, 9(3).

allows the teacher to design more interactive and flexible lessons, using digital platforms to assign tasks, facilitate collaboration, and conduct online learning.⁶

In addition to technological knowledge, the teacher's Pedagogical Knowledge (PK) plays a key role in adapting teaching methods. The teacher has incorporated digital tools such as online quizzes, games, and Zoom breakout rooms for group speaking exercises.⁷ These methods not only make lessons more interactive but also provide students with the flexibility to learn at their own pace. The teacher recognizes that these tools enhance student engagement and language skill development, making the lessons more dynamic and student-centered.

Pedagogical Knowledge (PK) refers to the teacher's understanding of how to manage learning and apply effective strategies for diverse classroom situations. By leveraging technology, the teacher enriches PK, creating a more engaging learning environment.⁸ The use of Zoom, Google Classroom, and other interactive tools reflects how technology can support pedagogical approaches that prioritize student engagement and collaboration.

The informant also demonstrates how Content Knowledge (CK) is applied through the use of technology to teach English language skills such as vocabulary, grammar, pronunciation, and writing. The teacher uses platforms like Quizlet for vocabulary, YouTube for pronunciation practice, and other digital tools for grammar explanations with instant feedback. The extensive use of multimedia resources enhances the learning process, making complex topics easier to understand and engaging for students.

⁶ Pendidikan Bahasa, J., Indonesia, I., & Fitri, R. A. (2024). Digital Story Telling Usage To Boost Creative Thinking: Students' and Teachers' Perceptions. *Jpbii*, 12(1), 2615–4404. <https://doi.org/10.23887/jpbi.v12i1.2861>

⁷ Fitriyani, E., Fitria, D., Islamiyah, I., & Pratiwi, I. I. (2022). How a Digital Learning Become a Teaching Media in Hotel Accommodation Subject? *Journal of Tourism Education*, 2(2), 105–110. <https://doi.org/10.17509/jote.v2i2.52317>

⁸ Faizah Lisnasari, S., Widiyarti, G., Jainab, J., Sari Rezeki, U., & Suciawati, H. (2023). Rethinking Technology-Based Islamic Boarding School Education Management. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(2), 228–244. <https://doi.org/10.31538/tijie.v3i2.239>

Collaborative activities via Google Docs also promote peer learning, where students can work together and learn from each other.⁹

Content Knowledge (CK) in TPACK refers to the teacher's deep understanding of the subject matter. The teacher's use of tools like Quizlet and YouTube to teach language skills illustrates how technology can enrich content delivery. By incorporating digital resources, the teacher provides students with immediate feedback, improving their understanding of the language.¹⁰

Despite the progress made, several challenges remain, particularly regarding inconsistent internet access and the lack of devices among some students. These issues hinder seamless digital learning and limit student participation.¹¹ Although the teacher acknowledges that the school's technology infrastructure is somewhat ready, there is room for improvement, especially regarding Wi-Fi speed and the functionality of classroom devices. The teacher emphasizes the need for better internet access, more reliable devices, and additional training for educators.¹²

These challenges relate to the broader context of TPACK, where the integration of technology, pedagogy, and content knowledge requires adequate infrastructure and resources. While the teacher may have developed proficiency in using digital tools, the lack of access to reliable technology can hinder the effective implementation of digital learning. Ensuring sufficient infrastructure and support for teachers is essential to fully integrate technology into teaching practices.

⁹ Gottschalk, F., & Weise, C. (2023). Digital equity and inclusion in education: An overview of practice and policy in OECD countries. *Organisation for Economic Co-Operation and Development*, 299, 1–73. <https://dx.doi.org/10.1787/7cb15030-en>

¹⁰ Egielewa, P., Idogho, P. O., Iyalomhe, F. O., & Cirella, G. T. (2022). COVID-19 and digitized education: Analysis of online learning in Nigerian higher education. *E-Learning and Digital Media*, 19(1), 19–35. <https://doi.org/10.1177/20427530211022808>

¹¹ Yanduri, V., & Majid, I. (2020). *Central Institute of Educational Technology*. February, 1–6.

¹² George, A. S. (2024). *Technology Tension in Schools : Addressing the Complex Impacts of Digital Advances on Teaching , Learning , and Wellbeing Partners Universal Multidisciplinary Research Journal (PUMRJ) Technology Tension in Schools : Addressing the Complex Impacts of Digital Advances on Teaching , Learning , and Wellbeing*. September. <https://doi.org/10.5281/zenodo.13743163>

4.2.2 Strategies to Overcome Challenges in Digital English Language Teaching

Integrating digital technology into ELT presents challenges and opportunities to improve teaching and learning. Drawing upon informant statements, this research not only identifies but also analyzes key strategies designed to overcome the difficulties inherent in technology integration within ELT, ultimately leading to improvements in the quality of instruction in our digital age.¹³ These strategies are demonstrably aligned with the TPACK framework, which underscores the synergistic relationship between technology, pedagogy, and content knowledge as essential elements in creating superior teaching practices.¹⁴

The informant underscores the significance of continuous professional development and digital tool training for teachers. The TPACK framework's Technological Knowledge (TK) component is directly in line with this strategy. TK signifies teachers' adeptness in utilizing diverse digital tools for effective classroom instruction.¹⁵ By providing ongoing training on technology, teachers can become more proficient in selecting and using digital resources to enhance learning.¹⁶

Moreover, the informant points out that teachers should familiarize themselves with the tools before class to ensure smooth lesson delivery. This proactive approach not only addresses the technological challenges but also exemplifies how *Pedagogical Knowledge* (PK) and *Technological Knowledge* (TK) can be intertwined to deliver lessons that are both effective

¹³ Martínez-Peláez, R., Ochoa-Brust, A., Rivera, S., Félix, V. G., Ostos, R., Brito, H., Félix, R. A., & Mena, L. J. (2023). Role of Digital Transformation for Achieving Sustainability: Mediated Role of Stakeholders, Key Capabilities, and Technology. *Sustainability (Switzerland)*, 15(14). <https://doi.org/10.3390/su151411221>

¹⁴ Agustina, I., Aprina Siregar, L., & Liliani Husain, D. (2023). Utilization of Digital Technology in Children's Education to Enhance Creative and Interactive Learning. *Journal of Education, Social, and Culture*, 10(2), 2023. <https://doi.org/10.32505/tarbawi.v10i2.6970>

¹⁵ Chen, F., Gao, Y., & Wang, X. (2023). Exploring the role of TESOL and digital technology in attitudinal change and sustainable learning for students of higher education. *BMC Psychology*, 11(1), 1–16. <https://doi.org/10.1186/s40359-023-01372-3>

¹⁶ Hidayat, D. N., Lee, J. Y., Mason, J., & Khaerudin, T. (2022). Digital technology supporting English learning among Indonesian university students. *Research and Practice in Technology Enhanced Learning*, 17(1). <https://doi.org/10.1186/s41039-022-00198-8>

and engaging.¹⁷ Preparing in advance ensures that teachers can troubleshoot potential technical issues, enhancing lesson fluidity and minimizing disruptions.

Another strategy highlighted by the informant is ensuring that students receive proper training before using technology in lessons. This step helps students become more adept at navigating digital tools and participating fully in the learning process.¹⁸ The training prepares students to engage more effectively with the content, which ties back to the *Content Knowledge* (CK) component of TPACK. Teachers who integrate technology effectively must consider the learning needs of their students and make sure they have the necessary skills to engage with digital resources.¹⁹

Properly trained students are more likely to benefit from technology-enhanced learning, whether it's through interactive quizzes, collaborative writing on Google Docs, or participating in online discussions. This approach ensures that digital technology serves the content delivery and student learning needs, which is essential for effective technology integration.²⁰

Another approach the informant cited was blended learning, a mix of traditional classroom teaching and digital resources. The use of blended learning aligns with both *Pedagogical Knowledge* (PK) and *Technological Knowledge* (TK), as it requires teachers to effectively manage both traditional teaching methods and digital tools.²¹ Blended learning fosters a

¹⁷ Zhou, J. (2024). Second Language Teaching in the Digital World : Why We Need Digital Technologies ? 17(1).

¹⁸ Herdina, G. F., & Ningrum, A. S. B. (2023). Teachers' Perceptions and Challenges in Integrating Technology in English Reading Course: A Systematic Research Review. *English Education:Journal of English Teaching and Research*, 8(1), 91–101. <https://doi.org/10.29407/jetar.v8i1.19133>

¹⁹ Dinçer, S. (2024). Bridging the gap in technology integration in education : An examination of science teachers ' competencies and needs. 21(4), 620–634.

²⁰ Wang, J. (2024). In-Service Teachers' Perceptions of Technology Integration in English as a Foreign Language Classrooms in China: A Multiple-Case Study. *ECNU Review of Education*, 7(2), 333–356. <https://doi.org/10.1177/20965311231193692>

²¹ Herdina, G. F., & Ningrum, A. S. B. (2023). Teachers' Perceptions and Challenges in Integrating Technology in English Reading Course: A Systematic Research Review. *English Education:Journal of English Teaching and Research*, 8(1), 91–101. <https://doi.org/10.29407/jetar.v8i1.19133>

dynamic classroom environment, increasing student participation and interaction through activities like online group collaboration, discussions via Zoom, and collaborative writing in Google Docs.

In this context, *Pedagogical Knowledge* (PK) is crucial because it involves understanding how to create a learning environment where technology complements face-to-face instruction. The use of Zoom's breakout rooms for group work or encouraging online discussions demonstrates how blended learning can support both pedagogical strategies (such as group work) and the use of digital technology to enhance engagement. This strategy helps students feel more actively involved in the learning process, promoting greater participation, which is vital for language acquisition.²²

The informant also highlights the use of interactive quizzes, video lessons, and real-time feedback through online platforms to teach complex English topics. This strategy directly supports the integration of *Content Knowledge* (CK) and *Technological Knowledge* (TK) by using technology to explain difficult concepts, assess students' understanding, and provide immediate feedback. Tools like video lessons and quizzes cater to diverse learning styles, helping students better grasp complex English language concepts.²³

By adapting teaching materials to make full use of available technology, the teacher creates a more engaging, student-centered learning environment. Multimedia resources, such as slides and videos, help in breaking down complex topics, making them more accessible and easier for students to understand.²⁴ Online assessments enable teachers to assess

²² Richards, J. C. (2018). Technology in language teaching today. *Indonesian Journal of English Language Teaching*, 10(1), 18–32. <http://monitor.icef.com/2015/04/the-promise-and-challenge-of-technology-in-language->

²³ Egielewa, P., Idogho, P. O., Iyalomhe, F. O., & Cirella, G. T. (2022). COVID-19 and digitized education: Analysis of online learning in Nigerian higher education. *E-Learning and Digital Media*, 19(1), 19–35. <https://doi.org/10.1177/20427530211022808>

²⁴ Martínez-Peláez, R., Ochoa-Brust, A., Rivera, S., Félix, V. G., Ostos, R., Brito, H., Félix, R. A., & Mena, L. J. (2023). Role of Digital Transformation for Achieving Sustainability: Mediated Role

students' understanding in real-time, allowing them to adapt their teaching strategies accordingly. These strategies exemplify how the integration of *Technological Knowledge* (TK) can enhance *Content Knowledge* (CK) delivery, providing a rich, interactive learning experience.²⁵

The informant mentions the need for better access to updated devices and faster internet connections. This is an essential consideration when discussing the *Technological Knowledge* (TK) component of TPACK. Without reliable infrastructure, even the most well-prepared teacher cannot implement digital tools effectively. Teachers need access to updated devices, strong internet connectivity, and other technical resources to ensure that lessons run smoothly and technology can be fully integrated into the teaching process. Schools must invest in improving infrastructure to avoid technical issues that may disrupt lessons.

4.3 Research Limitations

Although this study provides valuable insights into effective digital technology integration in ELT, limitations restrict the generalizability of its findings. The study's reliance on one informant limits the range of viewpoints and experiences. The informant uses a personal approach to digital teaching, resulting in context-specific strategies that may not universally apply. To gain a more thorough perspective on the issues and solutions in digital ELT, a more diverse group of educators from various backgrounds and locations should be included.

Additionally, the study focuses primarily on teacher-centered strategies, without fully exploring the students' perspectives on how digital tools impact their learning experiences. Including student feedback could offer a more holistic understanding of the technology integration process. Lastly, the

of Stakeholders, Key Capabilities, and Technology. Sustainability (Switzerland), 15(14). <https://doi.org/10.3390/su151411221>

²⁵ Agustina, I., Aprina Siregar, L., & Liliani Husain, D. (2023). Utilization of Digital Technology in Children's Education to Enhance Creative and Interactive Learning. *Journal of Education, Social, and Culture*, 10(2), 2023. <https://doi.org/10.32505/tarbawi.v10i2.6970>

research does not investigate the long-term effects of the strategies, nor does it consider how resource constraints, such as limited access to technology or slow internet, might influence the success of these methods in various educational settings. These limitations highlight the need for future studies that include a wider range of informants, explore both teacher and student perspectives, and consider the impact of infrastructure limitations on technology use in ELT.

CHAPTER V

CLOSING

5.1 Conclusion

This study aligns closely with the findings of my research, which emphasize the critical role of the TPACK framework in addressing the challenges of integrating technology into English language teaching. My research underscores the interconnectedness of TK, PK, and CK as crucial for effective teaching in today's digital age.

In my research, it was found that while teachers demonstrate a growing readiness to utilize digital tools, they often face similar barriers, such as inadequate infrastructure and limited access to technology. This aligns with the conclusions of the study, which highlight the need for improved technological infrastructure and ongoing professional development. My findings also underscore the effectiveness of blended learning approaches and the use of interactive multimedia tools in enhancing content delivery, resonating with the strategies proposed in this study.

Additionally, my research shows that TPACK-focused professional development programs substantially enhance teachers' capacity for meaningful technology integration in their teaching. This solves technical problems and employs technology strategically to create interactive, engaging learning experiences. My research indicates that better English teaching comes from preparing both teachers and students to use digital tools well, supporting the study's focus on preparedness and better resources.

This study and my research both show how the TPACK framework can transform English language teaching in the digital age by overcoming digital integration challenges and creating effective, interactive lessons.

5.2 Suggestion

To improve digital technology integration in ELT, this study recommends several changes based on its findings and limitations.

1. To effectively integrate Technological Knowledge (TK), Pedagogical Knowledge (PK), and Content Knowledge (CK) into their teaching, teachers require continuous and targeted professional development programs that specifically address these areas. In training workshops, there should be an emphasis not only on the effective use of digital tools but also on how to properly align these tools with the pedagogical strategies and the curriculum content that is being used in the classroom.
2. Schools and educational institutions must prioritize investments in reliable and accessible technological infrastructure, including stable internet connectivity, updated hardware, and appropriate software tools. Addressing this barrier will allow educators to fully leverage digital tools in their teaching practices.
3. For more flexible and interactive learning, institutions need to blend face-to-face teaching with digital technologies. This model enables students to leverage both traditional and digital teaching methods.

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APPENDIX

1. Data Wawancara

Research Problem	TPACK Component	Interview Question	Answer
1. What is the level of readiness among educators in accommodating digital technology in English language teaching in the era of digitalization?	Technological Knowledge (TK)	How comfortable are you using digital technology in teaching English?	I feel quite comfortable using digital technology in my English teaching. Initially, I was hesitant, but after several training sessions, I am now proficient with tools like Google Classroom, Zoom, and YouTube for enhancing my lessons.
		What technologies have you used in teaching English?	I regularly use Google Classroom for assignments, Google Docs for collaborative writing tasks, Zoom for live online sessions, and YouTube to provide engaging videos that explain key language concepts.
		What challenges do you face when using technology in teaching?	The main challenge is inconsistent internet access, both at school and at home. Also, some students lack access to the necessary

		devices, which limits their participation in digital learning.
	How do you evaluate the readiness of the technology available at the school to support English language teaching?	The technology at school is somewhat ready, but there is room for improvement. The Wi-Fi connection is often slow, and some classrooms are not fully equipped with functional devices. We need better internet speed and additional teacher training to maximize technology use in lessons.
Pedagogical Knowledge (PK)	Have you adapted your teaching methods by using technology? If so, how?	Yes, I have adapted my teaching by using digital tools like online quizzes and games to teach vocabulary and grammar. I also use Zoom's breakout rooms for group speaking exercises, which makes the lessons more interactive.
	Do you feel that the teaching methods you apply are effective with the use of technology?	Yes, the methods I apply are effective because they make the lessons more engaging. The

		flexibility of online resources allows students to learn at their own pace, and interactive platforms help improve their language skills.
	Do you think technology helps create better interaction between you and the students? If yes, how?	Yes, technology enhances interaction. Video calls on Zoom allow me to gauge students' understanding through their facial expressions and body language. Additionally, Google Classroom enables direct communication and faster feedback on assignments.
Content Knowledge (CK)	Do you think technology helps in teaching English material, such as grammar, vocabulary, or speaking?	Yes, technology is very helpful. I use online platforms like Quizlet to teach vocabulary, YouTube videos for pronunciation practice, and other online tools to demonstrate grammar concepts with instant feedback.
	How much do you use technology to deepen students'	I use technology extensively. I incorporate

		understanding of English content?	multimedia resources to explain complex topics and use Google Docs for collaborative activities where students can work on group assignments and learn from each other. I also use online assessments for quick feedback.
2. What effective strategies can be implemented to overcome these challenges in order to enhance the quality of teaching?	Technological Knowledge (TK)	What strategies do you think are effective in overcoming the challenges of using technology in the classroom?	Offering ongoing professional development for teachers and providing training on the tools would be highly effective. Additionally, ensuring that students have proper training before using technology in lessons will help address some of the challenges.
		How do you prepare yourself to use technology in the classroom?	I make sure to familiarize myself with the tools before class. I practice using the tools beforehand to ensure a smooth lesson. I also check if devices are functioning properly before

		class begins.
Pedagogical Knowledge (PK)	What approaches or teaching methods do you think are most effective when using technology in English language classrooms?	I find blended learning, which combines face-to-face teaching with online resources, to be highly effective. Using online group activities like collaborative writing in Google Docs or engaging in discussions via Zoom enhances student participation.
	What changes do you feel need to be made to improve the use of technology in English language teaching?	I believe more training on interactive teaching tools like Zoom and Google Classroom would be helpful. Teachers also need better access to updated devices and faster internet to avoid technical issues during lessons.
	How do you address the problem of limited student interaction in digital learning?	I use breakout rooms in Zoom to have students collaborate in smaller groups. I also encourage online discussions in forums, which help students communicate more actively, even in a

		digital environment.
Content Knowledge (CK)	What approach do you use to teach more complex topics in English with the help of technology?	I use video lessons, interactive quizzes, and real-time feedback through online platforms to help teach more complex English topics. These tools allow me to explain difficult concepts and check students' understanding immediately.
	How much do you adjust your teaching materials to align with the technology you use?	I adapt my teaching materials to make full use of the technology at my disposal. For instance, I use multimedia slides for presentations, videos for better comprehension, and online assessments to test students' knowledge after each lesson.

2. Surat Ijin Riset



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Semarang, 05 November 2024

Lamp : -

Hal : Izin Riset/Penelitian

Kepada Yth.

**Kepala Madrasah Aliyah Negeri 2 Semarang
di Semarang**

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir skripsi pada mahasiswa Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : **Ariani Khairunnisya'**

NIM : 2103046170

Semester : VII

Judul Skripsi: ISSUES IN ENGLISH LANGUAGE TEACHING IN THE DIGITILIZED WORLD
TRACING THE ACCOMONDATION OF DIGITAL

Dosen Pembimbing: Agus Mutohar, MA.,Ph.D.

untuk melakukan riset/penelitian di Madrasah Aliyah Negeri 2 Semarang yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 05 November 2024 sampai dengan tanggal 05 Desember 2024.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang