

ICT Utilization in English Language Learning Classroom: A Descriptive Qualitative Study at IMBS Miftahul Ulum Pekajangan Pekalongan

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Abstract: This study discusses the use of Information and Communication Technology (ICT) in English learning classrooms at IMBS Miftahul Ulum Pekajangan Pekalongan. The purpose of this research is to find out the kinds of ICT used in the classroom, explain why ICT is important in the learning process, and describe how ICT is applied during teaching activities. This research used a descriptive qualitative method with a case study approach. The data were collected through classroom observations, interviews with the English teacher, and documentation such as lesson plans and digital learning media. The results show that several ICT tools, such as laptops, projectors, PowerPoint slides, videos, internet sources, and online platforms, are used to support English learning. The use of ICT helps students become more active, interested, and motivated during the lesson. It also improves classroom interaction and makes it easier for students to understand the material. In the learning process, ICT is mostly used to explain materials, support communication, and help classroom discussions. However, there are still some problems faced during the implementation, such as limited internet connection, lack of facilities, and different levels of teachers' ability in using technology. In conclusion, ICT has an important role in creating more interactive and student-centered learning, but its implementation still needs better facilities, teacher preparation, and effective integration in teaching.

Keywords: Classroom Learning; Descriptive Qualitative Study; English Language Learning; ICT Integration; Information Communication Technology.

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1. Introduction

Information and Communication Technology (ICT) has become one of the most important elements in modern education. The rapid development of technology has transformed the way teachers deliver instruction and how students access knowledge. In the 21st century, educational institutions are expected to integrate technology into teaching and learning activities to support the development of students' knowledge, skills, and digital literacy. ICT provides various tools and resources, such as computers, projectors, internet-based applications, digital learning platforms, and multimedia materials, which can facilitate more effective and engaging learning experiences Yousuf., (2023). The paradigm shift in 21st-century education fundamentally alters how knowledge is accessed, transforming classrooms from teacher-dependent environments into digitally rich ecosystems. Empirical evidence from extensive meta-analytical data reinforces the urgency of this transition, demonstrating that the utilization of Information and Communication Technology (ICT) yields a profoundly significant positive impact on students' academic achievements across various educational levels and geographical locations. Consequently, implementing ICT is no longer merely a supplementary pedagogical choice but a critical institutional urgency required to elevate the overall quality of instruction and foster foundational digital literacy among graduates Arlinwibowo et al., (2022). The integration of ICT in education is also supported by the demands of 21st-century learning, which emphasize the development of critical thinking, communication, collaboration, creativity, and digital literacy skills Muhali., (2019). Technology-enhanced learning environments enable students to access information independently, collaborate with peers, and engage in problem-solving activities that promote meaningful learning experiences. Consequently,

ICT is increasingly viewed as an essential component of educational innovation and curriculum development in modern schools TPACK.

According to UNESCO guidelines, modern educators are systematically required to master ICT competencies to elevate classroom efficiency and stimulate students' learning focus Wiranda et al., (2020). In the Indonesian context, governmental mandates through the Ministerial Regulation of National Education and Culture No. 22 Year 2016 further compel language teachers to integrate digital infrastructures to foster student-centered and innovative activities Wiranda et al., (2020). However, empirical evidence suggests that while technological integration is visible in various vocational setups, many educators still exhibit partial application when mapping these digital platforms into the strict procedural stages of active learning frameworks Wiranda et al., (2020).

The integration of ICT is particularly important in English language learning. As English requires the mastery of listening, speaking, reading, and writing skills, technology provides authentic learning resources and opportunities for students to practice language skills in meaningful contexts. Through videos, online learning platforms, digital presentations, and internet resources, students can access a wide range of learning materials that may not always be available in traditional classrooms. In addition to improving language skills, ICT has been shown to increase students' engagement and learning outcomes. The availability of digital learning platforms provides students with greater opportunities to participate actively in learning activities and access learning materials beyond the classroom. Rimadhona et al., (2025) found that the use of platforms such as Google Classroom, YouTube, and interactive digital applications positively influenced students' motivation, participation, and academic achievement in English language learning. Furthermore, ICT can increase students' motivation and engagement by creating interactive learning activities that encourage active participation Fauzan & Pimada., (2018). From a constructivist perspective, ICT provides opportunities for students to actively construct knowledge through interaction, exploration, and collaboration. Social Constructivism Theory suggests that learning occurs through social interaction and the use of cultural tools, including digital technologies Amna Saleem et al., (2021). Therefore, ICT can facilitate collaborative learning activities that encourage students to communicate, exchange ideas, and develop deeper understanding of learning materials.

Recent studies have highlighted the significant contribution of ICT to English language teaching and learning. ICT enables teachers to create more interactive learning environments through the use of digital resources, multimedia content, and online learning platforms. Teachers generally perceive ICT positively because it facilitates instructional delivery, improves access to learning materials, and encourages students' participation during classroom activities Santosa et al., (2022). These findings indicate that ICT has become an essential tool for supporting effective English language instruction.

Teachers play a crucial role in determining the success of ICT implementation in the classroom. The effectiveness of technology integration depends not only on the availability of technological facilities but also on teachers' competence in utilizing those tools appropriately. Teachers are expected to possess both pedagogical and technological knowledge to ensure that ICT supports learning objectives effectively. The TPACK framework emphasizes that successful ICT integration requires the combination of technological knowledge, pedagogical knowledge, and content knowledge Santos & Castro., (2021). The development of e-learning and digital learning platforms has further strengthened the role of ICT in education. E-learning enables students to access learning materials anytime and anywhere while promoting learner autonomy and self-directed learning Alharbi et al., (2022). Through digital platforms, teachers can provide multimedia resources, online assessments, and interactive learning activities that support more flexible and effective learning environments.

The successful integration of ICT also contributes to the development of students' language skills. Through digital technologies such as videos, educational applications, and online resources, students can improve their vocabulary, grammar, pronunciation, speaking, and writing skills. Ndibalema & Mrosso., (2024) reported that ICT integration not only enhanced students' language competence but also increased their motivation and interest in learning English. This suggests that technology can support both linguistic and affective aspects of language learning.

Previous studies have highlighted the benefits of ICT in English language education. Students' perceptions also play an important role in evaluating the effectiveness of ICT integration. Positive attitudes toward technology can increase students' willingness to

participate in learning activities and support meaningful learning experiences. Alkaromah et al., (2020). found that students perceived both web-based and non-web-based ICT tools positively because they facilitated learning, improved access to information, and created more engaging English language learning environments. Kurniawati & Sofiyah., (2021) found that ICT supports teachers in delivering instructional materials more effectively and facilitates students' understanding of lesson content. Similarly, Fauzan & Pimada., (2018) reported that ICT-based learning can improve students' motivation, participation, and engagement during classroom activities. In addition, Rahis Pasaribu et al., (2023) revealed that ICT contributes positively to students' understanding through the use of videos, presentations, and digital learning platforms. In English Language Teaching (ELT), ICT has become increasingly important due to its ability to provide authentic language exposure and interactive learning experiences. Digital technologies allow students to access native-speaker materials, participate in online discussions, and practice language skills through multimedia applications. According to Maru et al., (2021), ICT integration in ELT supports communication, material delivery, and learner engagement, particularly in technology-enhanced learning environments.

Despite its benefits, the implementation of ICT in education still faces several challenges. Previous research has also demonstrated that ICT contributes to effective classroom management and instructional organization. The use of multimedia resources, digital presentations, and interactive technologies helps teachers maintain students' attention and create more conducive learning environments. Daulay et al., (2024) reported that ICT increased students' motivation, participation, and classroom engagement while supporting teachers in managing instructional activities more efficiently. Previous research has revealed that many schools experience limitations related to infrastructure, internet connectivity, and technological resources. In addition, teachers often encounter difficulties in integrating ICT into their teaching practices due to limited technological competence and insufficient professional training. Rahis Pasaribu et al., (2023) found that ICT is frequently used only as a supporting tool for presenting learning materials rather than being fully integrated into instructional activities. This situation suggests that the availability of technology alone is not sufficient to ensure effective ICT integration. Teachers need adequate support, training, and resources to maximize the educational benefits of technology.

Although numerous studies have examined the effectiveness, benefits, and challenges of ICT integration in education, research that specifically explores how ICT is utilized in actual classroom learning practices remains limited. Most previous studies focus on teachers' and students' perceptions or evaluate the effectiveness of ICT implementation without providing detailed descriptions of how technology is used during classroom activities. Furthermore, studies conducted in Islamic boarding school-based educational institutions are still relatively scarce. As a result, there is a need for research that provides a deeper understanding of ICT utilization in specific educational contexts.

Therefore, this study focuses on the use of ICT in English language learning classrooms at IMBS Miftahul Ulum Pekajangan Pekalongan, an Islamic boarding school-based educational institution. This setting offers a unique context for examining how technology is integrated into English language teaching and learning activities. By investigating classroom practices, this study seeks to provide a comprehensive description of the types of ICT used, the importance of ICT integration, and the ways technology is implemented in the teaching and learning process.

The objectives of this study are: (1) to identify the types of ICT utilized in English classroom learning at IMBS Miftahul Ulum Pekajangan Pekalongan, (2) to explain the importance of ICT integration in supporting the learning process, and (3) to describe how ICT is implemented in classroom learning activities. The findings of this study are expected to contribute to the existing literature on ICT integration in education and provide valuable insights for teachers, schools, and educational stakeholders in improving technology-based learning practices.

2. Method

This study employed a descriptive qualitative research design with a case study approach to explore the utilization of Information and Communication Technology (ICT) in English language learning at IMBS Miftahul Ulum Pekajangan Pekalongan. The case study approach was selected because it allows an in-depth investigation of ICT implementation within its real educational context. Creswell., (2014).

The research was conducted at IMBS Miftahul Ulum Pekajangan Pekalongan, an Islamic boarding school-based institution that has integrated ICT into its learning activities. The primary data were obtained from the English teacher as the main participant involved in the implementation of ICT in classroom learning. Secondary data were collected from supporting documents, including lesson plans, teaching materials, and digital learning media used during instructional activities.

Data were collected through classroom observations, semi-structured interviews, and documentation. Classroom observations were conducted to identify the types of ICT tools used, the stages of learning where ICT was implemented, students' participation, and classroom interaction patterns. Semi-structured interviews with the English teacher were carried out to gain information about the use of ICT, its importance in teaching, and challenges encountered during implementation. Documentation, such as lesson plans, photographs of classroom activities, and ICT-related learning materials, was used to support the findings.

The data were analyzed using the interactive model proposed by Miles and Huberman., (2014), which consists of data reduction, data display, and conclusion drawing. To ensure the credibility of the findings, data triangulation was applied by comparing information obtained from observations, interviews, and documentation.

3. RESULTS

The research findings presented in this study describe the utilization of Information and Communication Technology (ICT) in English language learning classrooms at IMBS Miftahul Ulum Pekajangan Pekalongan. The study adopted a descriptive qualitative design, with data collected and validated through observation, interviews, and documentation

Observation

Classroom observation was conducted to identify the types of ICT used, how ICT was implemented during the teaching and learning process, and students' responses toward ICT-based learning.

Table 1. Results of Observation.

Indicator	Observation Findings	Category
Types of ICT Used	The teacher used laptops, Interactive Flat Panels (IFP), PowerPoint presentations, videos, and internet-based resources.	ICT Tools
ICT Implementation	ICT was integrated throughout the lesson, including introduction, explanation, practice, and evaluation stages.	ICT Integration
Teacher's ICT Competence	The teacher effectively operated ICT tools and managed classroom activities using digital media.	Teacher Competence
Students' Participation	Students actively participated in ICT-based learning activities.	Student Engagement
Students' Response	Students showed enthusiasm and attention during lessons supported by ICT.	Student Motivation
Classroom Interaction	ICT facilitated better interaction between teacher and students during learning activities.	Classroom Interaction
Technical Challenges	Internet connectivity occasionally became unstable, requiring the teacher to use a mobile Hotspot.	Technical Issues
Limited Facilities	Students were not allowed to bring personal devices due to boarding school regulations.	Facility Limitation

The observation findings indicate that ICT was integrated effectively into English language learning. The use of videos, interactive quizzes, and digital presentations created a more engaging learning environment. Students appeared more enthusiastic and actively involved during classroom activities. Although technical issues related to internet connectivity occasionally occurred, the teacher was able to adapt and continue the learning process effectively.

Interview

Semi-structured interviews were conducted with the English teacher to explore the types of ICT used, the importance of ICT integration, students' responses, and challenges faced during implementation.

The interview data were analyzed using thematic coding, which identified four major themes: the types of ICT used, the benefits of ICT in learning, student engagement, and the challenges of ICT implementation. These themes represent participants' experiences and perceptions of ICT integration in the learning process

Table 2. Result of Interview.

Theme	Interview Findings
types of ict used	The teacher frequently used Interactive Flat Panels (IFP), Smart TV, tablets, PowerPoint presentations, YouTube videos, Wordwall, Educaplay, Wayground, and ZepQuiz.
ict benefits	ICT helped deliver materials more clearly through audio-visual presentations and made learning more interactive.
student engagement	Students became more enthusiastic, active, and interactive during English lessons when ICT was integrated.
importance of ict	ICT was considered essential because it supports modern teaching practices and improves learning quality.
learning effectiveness	Students could understand materials more easily compared to conventional teaching methods
technical challenges	Internet connection problems and limited access to ICT devices sometimes affected implementation.
teacher adaptation	The teacher overcame challenges by using alternative media such as projectors and PowerPoint presentations.

The interview findings reveal that ICT plays an important role in supporting English language learning. According to the teacher, ICT enhances students' understanding through visual and interactive learning experiences. Furthermore, students tend to be more motivated and actively engaged when digital tools are used during lessons. Despite several technical and facility-related challenges, ICT remains a valuable component of classroom instruction.

Questionnaire

This section presents the findings obtained from the student questionnaire, which was designed to explore students' experiences before and after the integration of ICT in English language learning. The questionnaire consisted of close-ended Yes/No questions and open-ended questions. The open-ended responses focused on students' learning experiences before using ICT and the changes they perceived after ICT integration.

Table 3. Results of Open-Ended Questionnaire (Before Using ICT).

Student	Response	Theme
S1	Felt sleepy during English lessons.	Low Learning Motivation
S2	There were no games in learning activities.	Lack of Interactive Learning
S3	Had difficulty understanding and listening to English.	Learning Difficulties
S4	Learning only involved listening and doing assignments.	Passive Learning
S5	Had limited understanding of the material.	Learning Difficulties
S6	Learning was less interesting and difficult to understand.	Low Engagement
S7	Learning activities were sometimes monotonous.	Monotonous Learning
S8	Learning felt boring and unattractive.	Low Engagement
S9	There were no animations or visual materials in English.	Limited Learning Media
S10	Learning materials lacked clarity and were less motivating.	Lack of Learning Clarity

The findings indicate that before ICT integration, students experienced several challenges in learning English. The most common issues were monotonous learning activities, lack of interactive media, low motivation, and difficulties understanding the material. Students also reported that traditional teaching methods often relied on explanations and assignments, which reduced their engagement during classroom activities.

Table 4. Results of Open-Ended Questionnaire (After Using ICT).

Student	Response	Theme
S1	Learned new technology and gained more knowledge.	Digital Literacy Development
S2	Became easier to understand the lesson because information was accessible.	Improved Understanding
S3	Improved English speaking ability.	Language Skill Improvement
S4	Became more active during learning activities.	Active Participation
S5	Became more confident and mentally prepared.	Confidence Building
S6	Became more active and improved English ability.	Active Participation and Skill Improvement
S7	Responded more quickly and became more enthusiastic.	Increased Motivation
S8	Developed greater interest in learning English.	Increased Interest
S9	Better understanding of English materials.	Improved Understanding
S10	Became more interested in English.	Increased Interest

The questionnaire findings reveal that ICT integration brought positive changes to students' learning experiences. Most students reported increased interest, motivation, and participation in English learning. Several students also mentioned improvements in their understanding of the material, speaking ability, confidence, and digital literacy. These findings suggest that ICT contributes significantly to creating a more engaging and effective learning environment.

Discussion

This study investigates the utilization of Information and Communication Technology (ICT) in English language learning at IMBS Miftahul Ulum Pekajangan Pekalongan. Based on the findings from classroom observations, teacher interviews, and student questionnaires, ICT plays an important role in supporting teaching and learning activities. The discussion focuses on three main aspects: the types of ICT used, the importance of ICT integration, and the implementation of ICT in English language learning.

Types of ICT Used in English Language Learning

Based on the findings, various ICT tools were utilized in English language learning. The observation and interview data revealed that the teacher employed several digital technologies, including Interactive Flat Panels (IFP), Smart TVs, tablets (TAB), PowerPoint presentations, YouTube videos, Wordwall, Educaplay, Wayground, and ZepQuiz. These technologies were selected because they provide interactive learning experiences and allow teachers to deliver materials more effectively.

The findings suggest that multimedia-based technologies support language learning by combining visual, audio, and interactive elements. Students are exposed to authentic language materials through videos and digital platforms, which helps them understand the learning content more easily. Furthermore, educational games such as Wordwall and ZepQuiz provide opportunities for students to practice language skills in an enjoyable way.

These findings are consistent with previous studies which suggest that ICT enhances language learning by providing diverse learning resources and interactive learning environments. ICT tools not only facilitate access to information but also promote students' engagement and participation in classroom activities. Therefore, the variety of ICT tools used at IMBS Miftahul Ulum Pekajangan Pekalongan demonstrates how digital technology can support effective English language instruction.

The Importance of ICT Integration in English Language Learning

The findings indicate that ICT integration is considered highly important by both teachers and students. The teacher stated that ICT helps improve the quality of learning because students can understand materials more easily through audio-visual presentations compared to traditional teaching methods. Observation data also showed that students were more enthusiastic, attentive, and actively involved during ICT-supported lessons.

The questionnaire findings further support this result. Before ICT integration, many students described English learning as monotonous, boring, and difficult to understand. Several students reported that learning activities mainly consisted of listening to explanations and completing assignments without interactive elements. However, after ICT was integrated into the classroom, students reported increased motivation, greater interest in learning English, and improved understanding of learning materials.

These findings support the view that ICT creates a more student-centered learning environment. Through interactive digital resources, students become active participants rather than passive recipients of information. ICT also accommodates different learning styles by presenting information through text, images, audio, video, and interactive activities.

In addition, ICT helps students develop digital literacy skills alongside language competence. One student reported learning new technologies while simultaneously improving English knowledge. This finding suggests that ICT contributes not only to language learning outcomes but also to the development of twenty-first-century skills that are essential in modern education. This significant shift from passive to active learning aligns with the concept of cooperative and interactive education, where technology scaffolds the development of cognitive and interactional capacities Saputri et al., (2020). When students engage interactively with technology-mediated platforms, learning surpasses mere memorization, enabling them to enjoy the instructional design and establish better communication with both peers and teachers Saputri et al., (2020).

ICT Implementation in English Language Learning Classroom

The findings show that ICT was implemented throughout different stages of classroom instruction, including material explanation, practice activities, discussions, and evaluations. During the explanation stage, teachers frequently used videos and visual presentations to introduce learning materials. For practice and evaluation activities, digital platforms such as Wordwall, Educaplay, and ZepQuiz were utilized to increase student engagement.

Observation data demonstrated that ICT implementation encouraged active participation and interaction among students. Students appeared more enthusiastic when learning activities involved educational games, videos, and interactive digital content. Furthermore, the small class size allowed teachers to provide individual support and facilitate more effective classroom interaction.

The questionnaire results also revealed positive changes in students' learning experiences after ICT implementation. Several students reported becoming more active, confident, and interested in learning English. Others mentioned improvements in speaking ability, learning motivation, and understanding of lesson content. These findings indicate that ICT implementation positively influences students' cognitive, affective, and behavioral engagement in learning.

Despite these benefits, several challenges were identified. The teacher reported occasional internet connectivity problems and limited access to ICT facilities due to boarding school regulations that prohibit students from bringing personal devices. Nevertheless, the teacher demonstrated adaptability by utilizing alternative technologies such as projectors, PowerPoint presentations, and school-provided facilities. This finding suggests that successful ICT integration depends not only on technological availability but also on teachers' ability to adapt and maximize available resources. The utilization of digital resources in language instruction fundamentally reshaping how foreign languages are acquired. Recent baseline data in English language pedagogy demonstrates that the strategic integration of ICT significantly aids learners in the memorization and deep comprehension of structural language components, while simultaneously fostering essential creative and reflective thinking. Within the EFL matrix, technology functions as an efficient facilitator for complex linguistic aspects—such as phonetic assimilation—rendering the teaching-learning process far more engaging and interactive compared to traditional, rigid methods. Therefore, the instructional efforts observed at the boarding school represent a validated pedagogical pathway to elevate language proficiency and minimize learners' situational anxiety Fadillah et al., (2024).

Overall, the implementation of ICT at IMBS Miftahul Ulum Pekajangan Pekalongan has contributed positively to English language learning by enhancing student engagement, improving understanding, and creating a more interactive learning environment. These findings highlight the significant role of ICT in supporting effective and meaningful English

language instruction.

4. Conclusions

This study investigated the utilization of Information and Communication Technology (ICT) in English language learning at IMBS Miftahul Ulum Pekajangan Pekalongan. The findings revealed that various ICT tools were integrated into classroom instruction, including Interactive Flat Panels (IFP), Smart TVs, tablets, PowerPoint presentations, YouTube videos, and several educational applications such as Wordwall, Educaplay, Wayground, and ZepQuiz. These technologies were used to support different stages of the learning process, including material explanation, practice activities, and assessment.

The study also found that ICT plays an important role in enhancing the quality of English language learning. Both observation and interview data indicated that ICT helps teachers deliver materials more clearly through audio-visual resources and interactive activities. Furthermore, the questionnaire results showed that students perceived ICT positively because it increased their motivation, participation, interest, and understanding of English lessons.

Regarding implementation, ICT was successfully integrated into classroom learning despite several challenges, such as internet connectivity issues and limited access to personal digital devices. Nevertheless, teachers demonstrated adaptability by utilizing available school facilities and alternative instructional media. Overall, ICT contributes positively to creating a more interactive, engaging, and student-centered learning environment. Therefore, the integration of ICT can be considered an effective approach to supporting English language learning and improving students' learning experiences.

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