



## The integration of technology into ELT: a case of STBA's lecturers

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### Abstract

Technology has had a major impact, especially on education. The integration of technology into ELT to facilitate the learning and teaching process has become a more and more popular trend. This research was a case study designed to explore the integration of technology into ELT by the lecturers of STBA Pontianak. The data were gathered from 3 full-time lecturers at the STBA Pontianak using semi-structured interviews, observation, and audiovisual materials. The research found out that the lecturers of STBA Pontianak had positive perceptions towards the integration of technology into ELT due to their belief in technology-enhanced language learning, technology knowledge, and understanding; *two of them* have been integrating technology as transformation (modification and redefinition) tools in its pedagogical processes; and the constraints of integrating technology into ELT dealt with the limited resources, time, internet access, and the technology that did not fit with the courses. It is suggested that the lecturers work in collaboration with each other to share ideas and teaching strategies, as well as to integrate the technology into ELT.

**Keywords:** lecturers; technology; English language teaching

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Based on the writer's observation, the new generation of students is growing up in a modern and digital era. They explore, adapt, and use up-to-date technologies in various forms to meet their daily needs. With the technology, the teachers may create a new learning environment and introduce the lesson with a better illustration. In this regard, integrating technology into the classroom instruction may change the teaching-learning environment, make the subject matter more accessible to the learners, and encourage the students' engagement. Ahmad (2012, p.924) claims the most innovative endeavor the teachers of English have undertaken so far is to integrate media technology in the ELT classroom, to improve the learners' motivation, integrated language skills, and self-learning environment. It is great pressure on teachers to integrate technology into education (Dina & Ciornei, 2015; Sudarsono, Sutapa, & Darsini, 2019).

Akyol (2010, p. 228) suggests that schools and teachers be aware of improving their technological tools and skills to catch the students' attention and interests. The new generation is growing up with technology and familiar with it. Dina & Ciornei (2015, p. 312) claim that teachers currently need to adopt the pedagogical approach to fit with the needs of digital natives. Integrating technology can change the learning environment and make the subject matter more accessible to the learners because the technology combined with professional learning can promote and enhance the collaboration in foreign language teaching (Solano, et al., 2017, p. 78). Furthermore, technology can assist the teachers in 'what to teach, 'how to teach', 'when to teach' or how to integrate all these into the curriculum framework (Altun, 2015, p. 23). Technology can facilitate the learning process to make it more effective, help students monitor and evaluate their performance, and create an interesting lesson by giving better illustrations (Halwani, 2017, p. 54).

The implementation of technology gives more options to make the teaching interesting and more productive. The technology for teaching, learning, practicing, and assessing foreign languages is beneficial, particularly in the

English as a Foreign Language (EFL) (Merc, 2015, p. 229). The appropriate technologies used in classrooms are defined by the type of language skills to improve. Different technological materials offer different advantages. Therefore, the teachers need to be aware of the implementation of technology. The positive outcomes will make the lecturers and the learners satisfied. The lecturers of STBA Pontianak need to apply various modern technologies in their classrooms to improve their students' motivation, participation, and achievement in the teaching and learning process. The technology can assist the lecturers to prepare what to teach, how to teach, and how to integrate them into the curriculum framework.

However, various factors influence the successful integration of educational technology into teaching and learning. Five factors may influence the teachers' use of technology and change teachers' pedagogical beliefs. They are the attitude towards technology, the pressure to use technology, the administrative support, the school support, and the ICT policy (Shin, et al., 2014, pp. 12-13). The crucial factor to integrate technology into a classroom successfully deals with the teacher's belief in whether or not the technology may help them achieve the instructional goals (Ertmer & Ottenbreit-Leftwich, 2010; Abukhattala, 2016; Marwan & Sweeney, 2019, p. 116).

Moreover, the teachers' belief about the effective ways of teaching and the nature of learning correlates with their technology integration practices. If the teachers view computer-based technology as a form of babysitting, they will use it that way. Conversely, if they believe that integrating technology enhances student learning, they will find ways to use this technology in their classrooms (Sabzian, et al., 2013, p. 686). The key to succeeding in using technology in language teaching is defined not only on hardware or software, but also on the capacity of the teachers in planning, designing, and implementing effective educational practices (Abunowara, 2014, p. 2).

Technology integration can be done in several ways and through different tools such as computers, Web 2.0 technologies, the internet, mobile phones, and video conferencing. The process of integrating technology into ELT can be done differently, depending on the available technological tools and knowledge of integration. There are two popular lenses discussed in technology integration. They are the lenses of SAMR (Substitution, Augmentation, Modification, and Redefinition) and TPACK (Technological Pedagogical) (Hilton, 2016, p. 68). SAMR model provides a framework for teachers designed to improve the integration of emerging technologies into their daily lessons (Hilton, 2016). While, TPACK presents a dynamic framework for describing teachers'

knowledge required for designing, implementing, and evaluating curriculum and instruction with technology (Niess, 2011, p. 299).

Integrating technology can change the environment of the classroom and make the subject matter more accessible to the learners. Otherwise, lack of confidence, facilities, or training programs may raise negative attitudes toward technology integration (Abunowara, 2014, p. 14). The teachers encounter some barriers that may prevent them when trying to integrate technology in their teaching (Wright & Wilson, 2011, p. 48; Salehi & Salehi, 2012). The efforts to integrate technology are often limited by both the external (first-order) and the internal (second-order) barriers (Ertmer, et al., 2012). The external barriers relate to the limited resources, the lack of time, the lack of technical support as well as the technical problem; the internal barriers relate to the teachers' attitudes to ICT such as lack of confidence, resistance to change, and negative attitudes, and no perception of benefits (Ertmer, et al., 2012)

The barriers to effective technology integration from a teacher perspective include insufficient time, insufficient skills for managing teaching materials, insufficient knowledge about technology and how to combine it with the existing pedagogical content knowledge, technical problems in the classroom, and uncertainty about the possible benefits of using technology (Fu, 2013, p. 115). Due to such obstacles, teachers may think that technology integration is not worthwhile, is worth time and effort, and can be exhausting to use (Wright & Wilson, 2011, p. 48).

The study about the integration of technology into teaching and learning processes is not new in the education sphere. There were studies about this issue like teachers' perception of technology (Marwan, 2010) and how technology was used in class (Wilson, 2011; Abunowara, 2014; Altun, 2015). The studies found out that the use of technology contributed to teaching, learning, practicing, and assessing foreign languages significantly. Butler & Seldom (2002) reported that although the teachers recognized the importance of integrating technology into ELT, they still had either external or internal barriers. Therefore, the use of educational technology still needs further investigation to take advantage of the teaching-learning process (Solano, et al., 2017). In reference to the above grounds, the writer was interested to conduct a case study research entitled "The Integration of Technology into ELT: A Case of STBA's Lecturers". This research is designed to meet the following purposes: to explore the lecturers' perception towards the use of technologies for English language teaching, to explore the technology used by the lecturers seem from various perspectives, and to find out

the obstacles that the lecturers face in integrating the technology into the teaching and learning process.

The writer hopes this research on the integration of technology in English Language Teaching could give contributions to anyone both theoretically and practically. The result of this study could be used as one of the references for the English teachers especially in the field of Teaching English as a Foreign Language or Teaching English for Specific Purpose.

## **METHOD**

This research was a case study. Lodico, et al., (2010) define a case study as a form of qualitative research that endeavors to discover meaning, investigate processes, and gain insight into the depth understanding of an individual, group, or situation. Therefore, the detailed information is gathered from multiple sources and often from the individual being studied. Moreover, Creswell (2012) defines the case study as an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. The bounded case presented in this research was the relationship between technology integration practices and lecturers' perception.

The samples were taken through purposeful sampling. They were the lecturers who worked for the STBA Pontianak. They were exposed to multiple, interactive, and emerging technologies at the time. To understand more about what might influence the integration of technology into ELT, the samples were selected based on the criteria—that are, the role within the school and their command of technology from the early stages of technology integration to the curriculum. There were 3 lecturers who were interviewed. They applied technology in their teaching activities for at least one semester in their classrooms. They have been teaching at STBA Pontianak for more than 5 years. These three lecturers represent different types of technologies used in their classrooms, and each will likely provide different views on the integration of technology into ELT. For ethical concerns, their names were kept anonymous (Ms. Alpha, Ms. Beta, Ms. Gama).

In qualitative research data come in two main forms: primary and secondary data that depend on its closeness to the event recorded. Walliman (2011, pp. 69-71) defines the primary data as the first and most immediate recording of a situation that has been observed, experienced, or recorded close to the event while secondary data as data that have been interpreted and recorded in the forms of news bulletins, documents, internet, etc.

The interview was semi-structured and it was recorded as the primary data to answer the research's objective. The semi-structured interview was designed for flexibility to probe the views and opinions of the participants and allowed the researcher to gain deep information about the phenomena being investigated. The semi-structured interview was held for 30 to 45 minutes for each participant and the language mostly used in the interview was mixed of English and Indonesian.

The observation was scheduled in advance with the lecturer. The class observation focused on whether or not the lecturers' perception of the use of technologies for English language teaching was reflected in their classroom. The researcher specified beforehand an interest in observing technology-integrated lessons considered by the lecturer to be good examples of learning. Some lecturers were observed once because they used technology minimally and/or indicated that the lesson observed was very reflective of all their technology integrated lessons. Other lecturers were visited a second time because the lecturer indicated their use of technology varied and a second observation would provide a better overall sense of their practices. Finally, the researcher collected some visual materials such as photographs about the activities in the classroom and lesson plans.

The data were analyzed and interpreted qualitatively as proposed by (Creswell, 2012). This procedure covers: preparing and organizing the data, exploring and coding the database, describing the findings and forming the themes, representing and reporting the findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

The data were analyzed thematically. This type of analysis was highly inductive, that is, the themes emerged from the data and were not imposed upon it by the researcher. In this type of analysis, data collection and analysis took place simultaneously. The interview transcription was analyzed to identify the themes or the factors of integrating technology into ELT.

## **FINDINGS**

This study examined the integration of technology into ELT: a case of STBA's lecturers. This research is designed to meet the following purposes: To explore the lecturers' perception towards the use of technologies for English language teaching, as expressed in one-on-one interviews, and their practices, as evidenced on their websites and described during their interviews. To explore the technology used by the lecturers seem from various perspectives and to find out the obstacles that the lecturers face in integrating the technology into the

teaching and learning process. The main findings of the integration of technology into ELT: a case of STBA's lecturers can be seen in Table 1

Question	Alpha	Beta	Gama
Q1	Important role	Important role	Important role
Q2	(+) Transparent, minimize the use of paper.	(+) efficient	(+) excited to learn
	(-) facility	(-) facility	no disadvantages
Q3	enjoy the lesson	Excited to learn	Student centered
Q4	Lecturer and students' perspective	Teaching material, and students' learning style	The classrooms become interesting
Q5	DL : Internet	DL :Internet	DL: Internet, Email
	TP : Google Classroom, Power Point, <u>WhatsApp</u>	TP: Power Point	TP: Power Point
Q6	Always	Occasionally	Always
Q7	Internet connection	Facility, time, students unfamiliar with some of the applications	the lecturers is not capable using the technology, technical problems
Q8	LCD Projector, Internet connectivity	LCD Projector, Internet connectivity	LCD Projector, Internet connectivity

Table 1. The Main Findings of Interview and Field Notes

### *Lecturers' perceptions of the use of technologies for English Language Teaching*

The finding shows that all of the lecturers had positive perceptions towards the integration of technology into ELT because they believed in technology-enhanced language learning, technology knowledge, and understanding. All of the participants agreed that technology undoubtedly played an important role in the teaching and learning process because in this era students were technology users and they knew well particularly the phone-related technology.

Moreover, all of the participants have realized that nowadays technology gives many advantages to teaching practices. According to Ms. Alpha integrating technology into the classroom was advantageous because the students became active in the class and the lecturers can minimize the use of paper. Furthermore, Ms. Gama added that by integrating technology the students become more excited to learn. According to Ms. Gama, the lecturer can combine the material with the video or audio and the lecturer can ask the students to use their application.

One of the lecturers' dilemmas appears. They value technology and use it in their personal lives, but they do not use it in their teaching practice. One of the lectures worried about the potential misuse of copy-paste practice among the

students. Therefore, she preferred collecting the students' tasks in the class to having their tasks through e-mail.

### Integrating Technology into ELT

Another finding indicated that during the planning and implementation processes, the lecturers of STBA Pontianak considered the relationship of content, pedagogy, and technology and they worked hard to improve the quality of their lessons by integrating technology into their classes effectively. Therefore, the integration strategies varied from one lecturer to another or from one learning group to another one.

The SAMR Model was applied to determine the level of integration, used in four different levels, that is, substitution, augmentation, modification, and redefinition. SAMR to describe the stages of technology pedagogical integration and the teaching and learning process. It was found out that the three lecturers were at the substitution level. Figure 1 showed the SAMR model of technology integration.

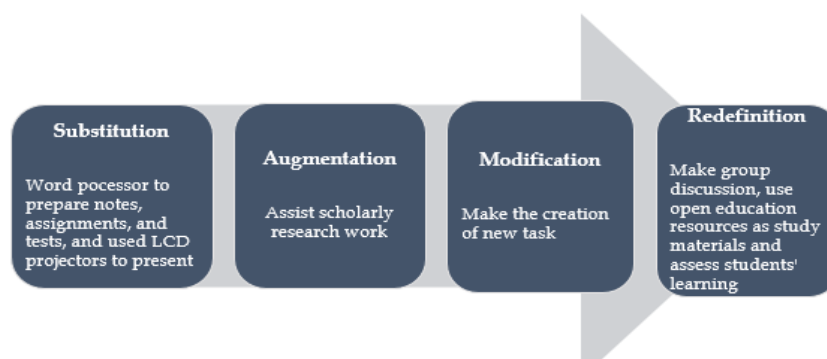


Figure 1. The SAMR Model of Technology Integration

#### Ms. Alpha

Ms. Alpha employed a variety of technologies to meet the needs of her diverse students. Ms. Alpha has been integrating technology as transformation (modification and redefinition) tools in its pedagogical processes. Ms. Alpha's goal was to find ways to motivate her students to learn; she hoped that using technology would stimulate the students' desire to learn. Ms. Alpha that nowadays students belong to the digital generation, so they do not have a problem dealing with technology in daily life, for example, a mobile phone and the internet. Moreover, Ms. Alpha explained that dialoguing through WhatsApp and GoogleClassrom is so much more time-efficient.

Ms. Alpha realized that advances in IT (Information Technology) and new developments in learning provide opportunities to create well-designed,



engaging, interactive, efficient, easily accessible, and flexible. Therefore, Ms. Alpha considered Google Classroom suitable to teach phonology for Semester-2 students. Ms. Alpha argued that Google Classroom used in the lesson was strongly aligned with one or more curriculum goals as she used the technology effectively to achieve her goals of the lesson. Moreover, Ms. Alpha claimed that using Google Classroom was beneficial for the teaching and learning process. For instance, it could stimulate the students' motivation, attention, and enthusiasm; the students could also submit the assignment easily; the lecturer could share the learning materials; it helped the teacher monitor the students' learning progress closely; it made the classroom routines smooth and more efficient, using Google Classroom improved the students' creativity; created the positive interactions between lecturers and students.

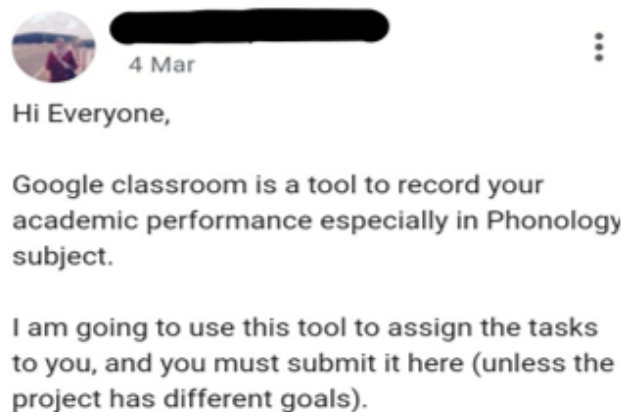


Figure 2. Sample of Google Classroom Communication

Furthermore, Figure 2 is an example of media used by Ms. Alpha. Ms. Alpha used the Google Classroom as a platform to share the teaching materials, post students' scores. Moreover, Ms. Alpha used the Google Classroom as a medium for the students to submit their projects. The students were provided with a topic which they should develop through project work for their individual or group learning and lecturers should monitor the project performed by students. Ms. Alpha explained that she integrated technology into meaningful experiences for students by adopting a project learning approach where students completed a set task to create a video.

Ms. Alpha wanted her students to be able to identify, analyze, and describe the theory about Phonology. In her plan, she used a PowerPoint presentation as a pre-reading activity to build background knowledge of the students on phonology. Her stated aim was to familiarize students with the

theory of Phonology. For the speaking part of her goal, Ms. Alpha planned to ask students to prepare a short video about students' opinions about phonology. Ms. Alpha supposed that students have the opportunity to construct their creative thinking and skills through the project.

Ms. Alpha gave the students tasks to make a dialogue that discusses a specific topic. The students can optimize the use of the application in students' mobile phones for example iMovie to make and edit the video. Ms. Alpha gives the students one week to finish this project and the students need to upload the video in Google Classroom. Ms. Alpha urged that through this approach the students can develop their motivation in learning, and improve their critical thinking. In this case, the students optimize the use of the application in students' mobile phone iMovie to make and edit the video. After the students make the video about the tasks given by Ms. Alpha then the students upload the video into the Google Classroom. Thus, another group can see the video. Lastly, the product is evaluated by an individual student and the lecturer.

The second category of the instrument was about the match between instructional strategies and technologies. Ms. Alpha's lesson plan was based on Task-Based Language Teaching. Students worked in groups to carry out a communicative task in which they practice their pronunciation. Ms. Alpha asked the students to record a video in which they reported the outcomes of discussion supported her pedagogy as she wanted the students to work in groups and to be active users of the language.

The third category referred to the technology selection(s) of the teacher (matching technology to both curriculum and instructional strategies). Considering the content of the lesson and the pedagogy, Ms. Alpha planned to use Powerpoint presentations in her lesson. Her aim of using a Powerpoint presentation at the beginning of the lesson was to build background knowledge of the students. The students used learned from Powerpoint at the beginning of the lesson. Thus, the technologies Ms. Alpha chose could be considered appropriate for the content and pedagogy she planned for her lesson.

The fourth category was about the 'fit' among content, pedagogy, and technology. As explained above, the content Ms. Alpha planned to teach, the pedagogy she chose for her lesson, and the technologies she included in her plan were all in harmony, supported each other. The curriculum, instructional strategies, and technology fit together strongly within the lesson.

Moreover, Ms. Alpha used the WhatsApp group as one of the tools to support the teaching and learning process. Ms. Alpha assumed the WhatsApp group can increase students' motivation to read since Ms. Alpha found that only

a few students have good reading habits. In this group, both the lecturer and students can communicate. The idea here not just to discuss the novel, but it is to make students interested in the lesson, motivated to read the novel, understand the topics equally, and helps students who missed the class. Ms. Alpha also provided feedback online and whenever needed. Moreover, Ms. Alpha also can share the material through this group.

The final category in the instrument was about operating technologies effectively. When the teacher used the technology herself, she was very confident and had no problems. Some students in the class began recording themselves for the task using their mobile phones. They were observed not to have any technical problems. Thus, both the teacher and the students operated technologies very well in the classroom.

***Ms. Beta***

Moreover, Ms. Beta has been an instructor at the STBA Pontianak and has thought much about imparting the best classroom instruction and found PowerPoint Presentations as an effective technique to achieve the goals in the curriculum and course syllabus in the STBA Pontianak. Ms. Beta claimed that PowerPoint presentations can improve the efficiency of English language teaching. Ms. Beta has been integrating technology as transformation (modification and redefinition) tools in its pedagogical processes.

Ms. Beta explained that she was limited in her class because she only 16 meetings each semester including mid-term and final tests. Ms. Beta felt pressured to give the material and introducing the tools to fulfill the students' needs. Therefore, Ms. Beta decided that presenting the materials through PowerPoint. Ms. Beta allowed her students to use technology for their presentations and research (Internet). Ms. Beta felt that the students "enjoy technology" and expected their use in the classroom because they use different forms of technology (laptops, cell phones) in everyday activities.

At the previous meeting, Ms. Beta explained that she used PowerPoint to present information to students to give the real example of teaching media that support teaching activities. Ms. Beta introduced the students that there are various kinds of teaching media especially technological tools such as audio, visual media, and audio-visual. During the presentations, Ms. Beta demonstrated how to use the tool, shared example uses of the tools for language teaching purposes, and began a classroom discussion on other possible uses in the language classroom. Ms. Beta hoped that in their real life the students can use and choose the appropriate media (audio, visual media, and audio-visual) that suitable to their material.

The students were supposed to prepare a technology-integrated lesson plan for their practicum, peer teaches it, receive feedback from their peers and the lecturers, modify it, and follow the final version of the plan for micro-teaching at their practicum schools. Ms. Beta divided the class into 3 groups (audio, video, and audio-video) each group needs to perform in from class. There are several items for the assessment: students' level, teaching material, learning goal, teaching method, and teaching media. After all of the students perform in front of the class, Ms. Beta gave comments and suggestions about what should and should not do. In this case, Ms. Beta tried to develop the students' creativity in choosing the appropriate media that suitable for their material. Finally, the students did peer teaching of their lesson plans and received feedback both from their peers and the instructor.

Considering the fit among content, pedagogy, and technology, Ms. Beta's lesson could be considered as a good example. These three components supported each other. Recording the students would motivate them and increase their participation. They would use English for communicative purposes and teaching practice.

The fourth and fifth categories are about the implementation of the lesson aching practice plan. In practice, Ms. Beta's use of technology was very effective. Her integration of the technology was in good harmony with her general teaching. Thus, Ms. Beta's instructional use of technologies can be considered maximally effective.

Finally, in terms of operating technologies during the lesson, Ms. Beta and/or students operate technologies very well in the observed lesson'. For the implementation of her plan, it can be said that Ms. Beta tried to be transparent in terms of her technology use. It can be said that her pedagogy was in harmony with the content and technology.

#### **Ms. Gama**

Ms. Gama employed a variety of technologies daily (multimedia presentations, digital primary sources, video clips). Ms. Gama has been integrating technology as enhancement (substitution and augmentation) tools in its pedagogical processes. Ms. Gama and Ms. Beta were similar in their use of technology. Ms. Gama also used PowerPoint to present the knowledge they found to be important. If the computer or projector was not available, she would have great difficulty in teaching since all of the materials had been designated for PowerPoint presentations. Ms. Gama claimed that visual presentation and real-life simulation allowed her to talk to the students more. Ms. Gama decided that presenting the key objectives in daily PowerPoint allowed for some interaction

because she tried not to lecture all periods every day and tried to make the students active. Ms. Gama felt that this mode of delivery made the material easier for the students.

Ms. Gama designed the digital differentiated instruction - product differentiation of tests and assignments given to students. In this case, Ms. Gama used project-based learning as an assignment given to students. This project aimed to make students practice their speaking through a presentation. However, listening was also indirectly learned when they were listening to their friends' talk during the class presentation. Ms. Gama suggested that the students need to be creative in delivering a presentation.

Ms. Gama's lesson plan focused on the achievement of the following goals: build students' confidence, students will learn about new technology for presentation, students will be able to plan and organize a presentation. In this case, Ms. Gama gives the task for the students to perform 5 minutes presentation in front of the class and the students can freely choose the topic and the media that support their presentation. Ms. Gama gives one week for the students to prepare their presentation at home. The class consists of 15 students. While the students perform in front of the class, Ms. Gama asks another student to write comments and suggestions on the piece of paper about their friend's presentation and give a score from 10-100. Unfortunately, all of the students just choose PowerPoint to support their presentation without combine with audio or video.

For the first category of the instrument, Ms. Gama received 4, i.e., 'technologies used in the lesson are strongly aligned with one or more curriculum goals'. Here, the choice of Powerpoint as the technological tool matches these goals as students need some information and pictures to be able to describe. Ms. Gama's lesson plan received 4 for the second category of instructional strategies and technologies. In the plan, it is stated that students would work individually to prepare a presentation. Then they would present it in front of the class. This means that students would be actively involved in the learning process. The students are allowed to use their mobile phones to gather information for their topic. It would support the active role of the students and give them responsibility for their learning.

The next category focused on matching technology to both curriculum and instructional strategies. Considering her lesson plan, Ms. Gama's score for this category was 4. The use of the mobile phone (technology) provided students with the necessary input for their presentation's topic (curriculum goal) and gave them the responsibility for their learning (instructional strategy). In terms of the fit among curriculum, pedagogy, and technology, Ms. Gama's score was 4. These

three components in her lesson plan worked all together to improve the quality of the lesson. The curriculum goals implied that students would use English for real purposes. Working individually supported the authentic use of the language and the use of Mobilephone made it possible for learners to use the technology themselves, gather the necessary information, and then present it to their friends in English.

For both the fourth and fifth categories about the implementation of the lesson plan, Ms. Gama's scores were 4. In terms of the instructional use of technologies, Ms. Gama's use of technology in the classroom was 'maximally effective'. Her technology use was transparent and it was integrated into the lesson smoothly. Students were very motivated to prepare a presentation, so the students' attention was not on the technology itself.

Finally, in terms of operating technologies during the lesson, Ms. Gama and the students operated technologies very well in the observed lesson (receiving 4). Ms. Gama was very good at directing the students to find information about their topic, monitoring them while working, and helping them when needed. Students wrote some information they got from the Internet on their PPT.

Furthermore, all of the lecturers also use visual media for instance YouTube. Ms. Gama agreed that the idea of using video is useful for students to overcome difficulties and boredom in English classes. YouTube is considered as one of the interactive teaching Media because YouTube provides the material in the real context through an image, sound, and their interconnection.

### ***Obstacles in Integrating Technology in the teaching and learning process***

The lecturers may encounter several obstacles because the act of integrating technology into teaching and learning is a complex process. Lack of access, low bandwidth, and lack of appropriate hardware and software was another major cause for nonuse technology. Figure 3 below showed the obstacles that lecturers faced in integrating the technology in the teaching and learning process.

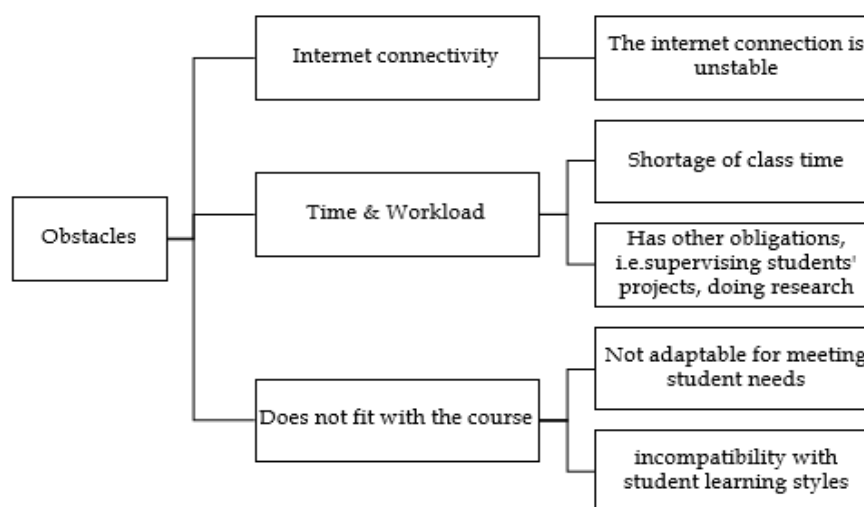


Figure 3. Obstacles in Integrating Technology

From Figure 3 it can be seen that the lecturers faced some obstacles in integrating technology into ELT especially related to internet connectivity; time and workload; and the technology does not fit with the course.

Regarding technical support, most of the participants explained that they do not have any idea about this. All they knew is Internet connectivity and projectors are provided in each classroom which they can use for their teaching activities. Ms. Alpha said that issue related to the use of the technology by the lecturer is one of the aspects that monitored and evaluated by the institution. She explained that the monitoring was conducted by gathering students' comments regarding lecturers' use of technology.

One of the lecturers comments sometimes the internet connection is not stable therefore one of the obstacles is the bad connection while the students were accessing the internet by school free Wi-Fi. The participants said that the speed was acceptable but it would be better if it could be improved (i.e., faster) so that lecturers and students could save time accessing the Internet. In this case, Ms. Alpha also should provide another plan to anticipate the bad connection that might occur to keep the students' enthusiasm in the teaching-learning process. Ms. Alpha also gives comments that one of the obstacles in integrating the technology is the students unfamiliar with the tools.

Moreover, Ms. Alpha commented that they were finding the additional workload a strain. Ms. Alpha commented that all of the lecturers have a teaching load varied. Furthermore, Ms. Beta's shortage of class time was another important discouraging factor for the lecturers to integrate technology into the

curriculum. Ms. Beta identified that learning to use new technologies will take time. Unfortunately, Ms. Beta only 16 meetings each semester including mid-term and final tests. Ms. Beta needs to manage the time between giving the material and introducing the tools to fulfill the students' needs. Therefore, Ms. Beta needed extra time to introduce the applications to the students because students need to have direct instruction to efficiently use the applications. Furthermore, Ms. Gama thinks that the obstacles to integrating technology in the class are electricity failure.

Moreover, the lecturers think that some of the obstacles in integrating the technology into ELT are the technology does not fit well for the course, for example, the application is not adaptable for meeting student needs, the inadequacy of technology for the students, incompatibility with student learning styles, lack of understanding of technological tools, for example, one of the lecturers unwilling to use social media because she is not social media user and this application inappropriate for meeting the students' needs.

## **DISCUSSION**

Based on the findings of this research all of the lecturers have a positive attitude towards the integration of technology into ELT because they believed in technology-enhanced language learning. All of the participants revealed that technology allowed them to create and present information attractively to the students, talk less during their teaching, and save time. Therefore, these findings were also in line with Solano, Cabrera, Ulehlova, & Espinoza (2017, p.78), claiming that integrating technology can change the environment of the classroom and allow the subject matter to become more accessible to the learner. Teachers of the 21st century are expected to be up to date regarding the latest technologies that enable them to perform their jobs efficiently and effectively Ertmer (2010).

Furthermore, the successful integration of technology into teaching and learning is influenced by multiple factors. These include the fundamental need for lecturers and students to have access to technology, and for lecturers to be able not just to operate the technology, but to have an understanding of the pedagogy required to use technology to meet teaching and learning needs. In integrating technology into ELT, the lecturers have not only learned the new set of skills required to use and apply the technology with confidence, but also conceptualize learning to work with the technology. Therefore, the integration of technology is likely to be successful if lecturers possess two types of skills, namely, technological skills and pedagogical skills. Teaching with technology



requires teachers to develop their knowledge of pedagogical practices across multiple aspects (Ertmer, 2010)

Furthermore, the second research question intends to explore the technology used by the lecturers seem from various perspectives and was reflected in the lecturers' lesson planning and presentations. This present study revealed that both during the planning and implementation processes, the lecturers of STBA try to adjust technology, content, and pedagogy to fit each other and worked hard to improve the quality of their lessons by integrating technology effectively. Based on the results of the research, the integration of technology through the lenses of SAMR and TPACK. It can be concluded that SAMR seems to place the students as the primary subjects, whereas TPACK focuses on the teacher. All of the lecturers used technology for preparing lecture notes, assignments, and examinations. Only two lecturers have been integrating technology as transformation (modification and redefinition) tools in its pedagogical processes.

Moreover, from this research project, the writer revealed that the obstacles faced by the lecturers of STBA Pontianak in integrating technology into the teaching and learning process are: the incompatibility of technology with student learning styles; lack of understanding of technological tools; lack of personal concerns with technology; technology does not fit with the course; inadequacy of technology for the students. The results were in line with the study conducted by (Ertmer, 2012) revealing that the external barriers were more impactful than internal barriers.

Here clearly showed that many different factors limit the lecturers in their process of teaching by using technology. As a result, factors related to the use of technology need to be identified so solutions, as well as effective strategies, can be undertaken to overcome the obstacles or to sustain effective technology integration practices.

The crucial factor for successful technology integration into the classroom is the teacher because what directly determines the instruction that takes place behind the classroom door is the teacher rather than the external educational agenda or requirements. Therefore, the relations between lecturers' beliefs and lecturers' practices should help to shed light on how lecturers make technology-integration decisions. Therefore, the findings of this research also in line with the statement (Safitri & Sudarsono, 2019) integrate technology into the curriculum rather it should be creatively designed or structured for particular subject matter ideas in specific classroom contexts.

Effective integration of technology is the result of many factors, but the most important factor is the lecturers' competence to design instructional technology activities to meet the students' needs. The result of this study is supported by Marwan (2015) stating that the successful use of technology for any discipline including English is determined largely by the quality of teachers who use this type of technology in their teaching and learning programs.

Integrating technology in the classroom is not about teaching students to operate computers, but integrating technology is about helping lecturers to use technology as a tool for learning. Technology fluency to describe the changing definition of what students need to know about technology. English language lecturers are recommended to incorporate Google Classroom and WhatsApp groups for students learning the process, particularly to engage them in an academic atmosphere of interaction outside the classroom.

## **CONCLUSION**

Based on the findings, there are three points of conclusion. First, the result showed that all of the lecturers of STBA Pontianak had positive perceptions towards the integration of technology into ELT because they believed in technology-enhanced language learning, technology knowledge, and understanding.

This present study revealed that both during the planning and implementation processes, the lecturers of STBA considered the relationship among content, pedagogy, and technology and worked hard to improve the quality of their lessons by integrating technology effectively. It was found out that the lecturers of STBA Pontianak try to adjust technology, content, and pedagogy to fit each other. The two models of technology integration (SAMR and TPACK) provide directions for ways that lecturers think specifically about how to integrate technology into their classrooms.

Second, data indicates that all of the lecturers used technology for preparing lecture notes, assignments, and examinations. Lecturers used the word processor to prepare notes, assignments, and tests. All of the lecturers are using LCD projectors to present their lectures. Only two lecturers have been integrating technology as transformation (modification and redefinition) tools in its pedagogical processes.

Third, several specific factors affect the integration of technology into language learning. Some of the factors are the difference in learning styles, perceptions, attitudes, and others which the person holds. Therefore, the lecturers faced some obstacles in integrating technology into ELT especially the

external or first-order barriers relate to the limited resources, lack of time, lack of technical support, lack of internet access, and the technology does not fit with the course.

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