

Peran Teknologi dalam Pembelajaran Bahasa Inggris Untuk Meningkatkan Minat Belajar Peserta Didik

[The Role of English Language Learning Technology in Enhancing Students' Learning Interest]

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ABSTRAK

Dalam pendidikan modern, teknologi memainkan peran yang sangat penting (*indispensable*), secara fundamental mengubah metode pengajaran dan pembelajaran di berbagai bidang akademik, khususnya dalam pengajaran bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi peran teknologi pembelajaran bahasa Inggris dalam meningkatkan minat belajar siswa melalui pendekatan kualitatif. Data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, dan analisis dokumen yang melibatkan guru bahasa Inggris dan siswa sekolah menengah. Data dianalisis menggunakan analisis tematik untuk mengidentifikasi pola pengalaman dan persepsi peserta terhadap penggunaan teknologi dalam pembelajaran. Hasil penelitian menunjukkan bahwa pemanfaatan platform digital seperti Google Classroom, Quizizz, Kahoot!, Duolingo, YouTube, dan aplikasi berbasis kecerdasan buatan (AI) mampu meningkatkan keterlibatan, partisipasi aktif, kepercayaan diri, serta motivasi siswa dalam mempelajari bahasa Inggris. Penelitian ini menyimpulkan bahwa teknologi pembelajaran bahasa Inggris dapat meningkatkan minat belajar siswa secara signifikan apabila diintegrasikan dengan strategi pedagogis yang tepat dan didukung oleh infrastruktur yang memadai. Temuan ini memberikan implikasi bagi pendidik dan pengambil kebijakan dalam mengoptimalkan integrasi teknologi untuk meningkatkan kualitas pembelajaran bahasa Inggris di era digital.

Kata Kunci: Teknologi pendidikan; pembelajaran bahasa Inggris; pembelajaran digital.

ABSTRACT

In modern education, technology plays an indispensable role, fundamentally reshaping instructional and learning methods across diverse academic fields, particularly within English language teaching. The integration of digital learning technologies provides innovative opportunities to improve students' engagement, motivation, and learning interest. This study aims to explore how English language learning technology enhances students' interest in learning English through a qualitative research approach. Data were collected through semi-structured interviews, classroom observations, and document analysis involving English teachers and secondary school students. The findings reveal that technology-based learning environments encourage active participation, foster collaborative learning, increase students' confidence, and provide flexible access to learning resources. Applications such as Google Classroom, Quizizz, Kahoot!, Duolingo, YouTube, and artificial intelligence (AI)-based learning platforms positively influence students' enthusiasm toward English learning by making lessons more interactive and enjoyable. The study concludes that educational technology can substantially improve students' learning interest when integrated with appropriate pedagogical strategies and adequate institutional support. The findings provide valuable insights for educators, policymakers, and curriculum developers seeking to enhance English language education in the digital era.

Keywords: Educational technology; English language learning; digital learning.

INTRODUCTION

The rapid advancement of information and communication technology (ICT) has significantly transformed educational practices worldwide. Technology has shifted teaching from traditional teacher-centered instruction to more interactive, collaborative, and learner-centered approaches. According to Mishra and Koehler (2006), effective technology integration in education requires teachers to combine technological knowledge, pedagogical knowledge, and content knowledge to maximize students' learning outcomes. This framework, known as Technological Pedagogical Content Knowledge (TPACK), has become one of the most influential models in technology-enhanced learning.

The integration of technology into language education has become increasingly important because English is recognized as the global language for communication, science, business, and higher education. According to British Council (2023), English proficiency is considered an essential competency for students to participate successfully in international education and the global workforce. Therefore, English language learning should be supported by innovative instructional strategies that encourage students' engagement and motivation.

Learning interest is one of the most influential psychological factors affecting students' academic achievement. According to John Dewey (1913), interest is "the emotional and intellectual inclination that encourages individuals to participate actively in learning activities." Similarly, Schiefele (1991) argues that learning interest represents an individual's relatively enduring preference for certain learning activities accompanied by positive emotions and intrinsic motivation. Students who possess high learning interest are more likely to demonstrate persistence, active participation, and higher academic performance. Motivation also plays a crucial role in language learning. Gardner (1985) explains that motivation consists of learners' effort, desire, and positive attitudes toward learning a second language. Students with stronger motivation tend to invest more time and energy in practicing English, leading to better language proficiency. Likewise, Krashen (1982), through his Affective Filter Hypothesis, states that learners acquire language more effectively when they experience low anxiety, strong self-confidence, and high motivation.

The development of educational technology has created new opportunities to enhance students' learning interest. According to Bonk (2009), digital technologies provide unlimited learning opportunities by allowing students to access educational resources anytime and anywhere. Similarly, Bates (2019) argues that technology enables more flexible, personalized, and collaborative learning environments that accommodate students' diverse learning needs. One of the most widely adopted innovations in English language teaching is gamification. Deterding et al. (2011, p. 10) define gamification as "the use of game design elements in non-game contexts." This approach has been implemented in educational applications such as Kahoot!, Quizizz, and Wordwall to increase students' participation, enjoyment, and motivation during learning activities.

The implementation of gamification applications empowers students to actively engage in learning via self-directed exploration, problem-solving, and decision-making. This approach is consistent with constructivist theory, which posits that knowledge is constructed through active experiential learning and environmental interaction. Gamification integrates game elements such as points, leaderboards, challenges, rewards, and immediate feedback into the learning process. According to Deterding et al. (2011), these elements are capable of increasing students' intrinsic motivation, making them more actively engaged in learning activities. In the context of English language learning, high engagement is crucial because language mastery requires continuous practice and active participation. Kahoot!, Quizizz, and Wordwall provide interactive learning activities that help reduce the boredom often found in conventional English language learning. A fun learning environment can increase students' comfort in using the target language and reduce language anxiety, which often becomes a barrier in foreign language acquisition. A key benefit of Kahoot!, Quizizz, and Wordwall is real-time feedback, which helps students instantly identify mistakes and correct their understanding. As Hattie and Timperley (2007) highlight, feedback is a major driver of improved learning outcomes. Thus, the use of gamification applications allows students to play an active role in the learning process through independent exploration, problem-solving, and decision-making. This

approach aligns with constructivist theory, which emphasizes that knowledge is constructed through active learning experiences and interaction with the learning environment.

Constructivist learning theory also supports the integration of technology in education. According to Vygotsky (1978), learning is fundamentally a social process that occurs through interaction between learners and more knowledgeable individuals within the Zone of Proximal Development (ZPD). Educational technologies facilitate collaborative learning by enabling communication, discussion, peer feedback, and cooperative problem-solving through online platforms. Recent empirical studies further confirm the effectiveness of technology-enhanced English learning. A systematic review by Almelhi (2021) found that digital learning platforms significantly improve students' motivation, classroom engagement, vocabulary acquisition, and communication skills. Similarly, Nuraeni and colleagues (2023) reported that integrating mobile-assisted language learning applications positively influences students' confidence and willingness to communicate in English classrooms. Artificial Intelligence (AI) has recently emerged as another promising innovation in language education. According to Luckin (2018), AI can personalize instruction by adapting learning materials to individual students' abilities, providing immediate feedback, and supporting self-paced learning. These characteristics make AI-based learning platforms valuable tools for enhancing students' interest and engagement in English language learning.

Despite the growing adoption of educational technology, many schools continue to face challenges such as unequal internet access, limited digital infrastructure, and insufficient teacher competence in utilizing technology effectively. Moreover, previous studies have predominantly focused on students' academic achievement rather than exploring how technology shapes students' learning interest through their lived experiences. Therefore, this qualitative study aims to investigate how educational technology enhances students' interest in learning English, explores teachers' and students' perceptions of technology-assisted learning, and identifies strategies for optimizing technology integration in English language education.

RESEARCH METHOD

This study employed a qualitative research design to explore how educational technology enhances students' interest in learning English. Qualitative research was selected because it allows researchers to gain an in-depth understanding of participants' experiences, perceptions, and opinions regarding the use of technology in English language learning. According to Creswell and Poth (2018), qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to a social or human problem. This approach enables researchers to collect rich and detailed information through direct interaction with participants. Similarly, Merriam and Tisdell (2016) state that qualitative research seeks to understand how people interpret their experiences, construct their worlds, and attribute meaning to those experiences. Therefore, this approach is appropriate for investigating students' learning interest in technology-assisted English language learning. This study adopted a descriptive qualitative design because it focused on describing participants' experiences rather than testing hypotheses or measuring causal relationships. The researcher acted as the primary instrument for data collection and interpretation.

The study was conducted at SMA Negeri 1 Penebel, a senior high school implementing technology-assisted English language learning. The school was selected because English teachers regularly integrated digital learning platforms, including Google Classroom, Quizizz, Kahoot!, YouTube, and AI-assisted learning tools, into classroom instruction. Google Classroom is an online learning platform developed by Google to facilitate the digital classroom management process. This platform allows teachers to share materials, assign tasks, monitor students' learning progress, and communicate effectively within a single integrated system. Quizizz is a game-based learning application used to create interactive online quizzes. Kahoot! is a quiz-based learning platform that integrates game elements into teaching and learning activities. YouTube is a video-sharing platform widely used as a digital learning medium. Through a variety of educational content, students can access visual and auditory learning materials anytime and anywhere. In English language learning, YouTube is often used to improve listening, speaking, vocabulary acquisition, and cultural understanding. Artificial Intelligence (AI)-based learning tools are technologies that leverage

artificial intelligence to support adaptive and personalized learning processes. Examples include educational chatbots, intelligent tutoring systems, automatic translation applications, and learning platforms capable of tailoring materials to students' needs.

The subject of the study are XI grade students and English teacher. Participants were selected using purposive sampling, a sampling technique commonly employed in qualitative research. According to Patton (2015), purposive sampling involves selecting information-rich participants who possess extensive knowledge and experience relevant to the research objectives. The selected students had experienced digital English learning for at least one academic semester, while the teachers had more than three years of experience using educational technology.

Data were collected through semi-structured interviews, classroom observations, and document analysis. Using multiple data sources enabled the researcher to obtain comprehensive information and enhance the credibility of the findings through triangulation. In qualitative research, the researcher served as the primary research instrument responsible for collecting, interpreting, and analyzing the data. Supporting instruments included: Semi-structured interview guidelines, classroom observation checklist, field notes. The collected data were analyzed using the interactive model developed by Miles, Huberman, and Saldaña (2020). This model consists of four interconnected stages: data collection, data condensation, data display, conclusion drawing.

RESULTS AND DISCUSSION

Overview of the Findings

This study aimed to explore how educational technology enhances students' interest in learning English through a qualitative approach. Data were collected through semi-structured interviews with two English teachers and twenty Grade XI students, classroom observations, and document analysis. The analysis generated four major themes: (1) technology increases students' learning interest, (2) technology promotes active engagement and classroom interaction, (3) technology facilitates independent learning, and (4) challenges remain in the implementation of educational technology. Overall, the findings indicate that educational technology has a positive influence on students' interest in learning English. Students expressed greater enthusiasm toward English lessons because digital platforms made learning more interactive, enjoyable, and accessible. Teachers also perceived that technology encouraged students to participate more actively during classroom activities.

Technology Enhances Students' Learning Interest

One of the most significant findings of this study is that educational technology substantially increased students' interest in learning English. Interview data revealed that most students preferred technology-assisted learning over conventional teacher-centered instruction. Many participants explained that digital learning platforms created a more enjoyable classroom atmosphere. Students considered activities involving online quizzes, educational videos, and interactive games less monotonous than traditional lectures. One student stated:

"I enjoy learning English more when the teacher uses Quizizz or Kahoot because learning feels like playing a game. I become more excited to answer the questions." (Student 5)

Another participant commented:

"Watching English videos on YouTube helps me understand the lesson better because I can hear the pronunciation and see real examples." (Student 11)

These interview findings were consistent with classroom observations. During technology-assisted lessons, students demonstrated greater enthusiasm by volunteering to answer questions, discussing tasks with classmates, and responding quickly to teacher instructions. In contrast, classroom observations during traditional lecture sessions showed lower participation, with only a few students actively contributing to discussions. One English teacher explained:

"Students are usually more motivated when technology is involved. Even students who are normally quiet become more willing to participate in classroom activities." (Teacher A)

Document analysis further supported these findings. Students' assignment submission rates through Google Classroom reached nearly all enrolled learners, indicating a high level of participation in technology-assisted learning activities. These findings suggest that educational technology creates

a more stimulating learning environment that positively influences students' emotional engagement and learning interest.

Technology Encourages Active Classroom Participation

Another important finding concerns students' classroom engagement. Both teachers and students reported that technology increased participation during English lessons. Observation data demonstrated that students actively interacted with digital learning applications such as Google Classroom, Kahoot!, Quizizz, and Wordwall. Rather than passively listening to teachers, students collaborated in groups, completed digital quizzes, and discussed answers before submitting responses. One student explained:

"I like competing with my friends using Kahoot because it makes me want to answer quickly and correctly." (Student 8)

Another participant added:

"Technology makes everyone participate because everyone has to answer using their phone." (Student 17)

Teacher B similarly stated:

"Technology changes the classroom atmosphere. Students become more confident because they can answer questions without feeling embarrassed."

During classroom observations, students displayed high levels of interaction while participating in online vocabulary games and collaborative activities. Most students remained focused throughout the lesson and willingly asked questions whenever they encountered unfamiliar vocabulary. The observation notes indicated several positive behavioral changes: Students voluntarily answered teachers' questions, students discussed learning materials with classmates. students showed curiosity toward English learning materials. students remained attentive throughout the lesson. students completed classroom activities enthusiastically. These findings indicate that educational technology encourages active learning by providing opportunities for participation, collaboration, and immediate feedback.

Technology Supports Independent English Learning

The third theme emerging from the data concerns students' independent learning. Interview participants explained that technology enabled them to continue learning English outside the classroom. Many students reported using mobile applications such as Google Translate, Grammarly, and AI-based tools to practice English independently. Others regularly watched English-language videos on YouTube to improve pronunciation and listening comprehension. One participant stated:

"When I don't understand vocabulary, I usually search for explanations on Google or ask ChatGPT to explain the meaning." (Student 14)

Another student remarked:

"I often use Duolingo at home because it reminds me to practice English every day." (Student 2)

Teacher A also observed changes in students' learning habits:

"Compared to previous years, students now explore learning materials independently. They search for videos, dictionaries, or AI tools before asking the teacher."

Document analysis supported these statements. Several students submitted assignments containing additional information obtained from online sources beyond the classroom learning materials. Observation data further indicated that students frequently accessed online dictionaries during classroom activities when encountering unfamiliar vocabulary. Rather than waiting for teacher explanations, students independently searched for meanings and examples. These findings suggest that educational technology promotes learner autonomy by encouraging students to take greater responsibility for their own learning.

Benefits of Educational Technology in English Learning

Analysis of interview and observation data identified several perceived benefits of educational technology. First, technology improved students' motivation. Participants consistently reported feeling more interested in English lessons because technology introduced variety into classroom

activities. Second, technology enhanced communication skills. Students practiced listening through videos, speaking through online presentations, reading digital texts, and writing assignments using collaborative platforms. Third, technology provided immediate feedback. Applications such as Quizizz, Kahoot, Grammarly, and AI-assisted learning platforms instantly informed students whether their answers were correct and suggested improvements. Fourth, technology increased learning flexibility. Students could access instructional materials at school, at home, or while traveling using smartphones and laptops.

Teacher B explained:

"Students no longer depend only on textbooks. They have unlimited learning resources available online."

Overall, participants agreed that technology made English learning more engaging, accessible, and meaningful.

Challenges in Technology Integration

Although participants acknowledged numerous benefits, they also identified several challenges associated with technology-assisted learning.

Limited Internet Connectivity

The most frequently mentioned challenge concerned unstable internet connections. Several students experienced difficulties accessing online learning platforms during classroom activities.

One participant stated:

"Sometimes the internet connection becomes slow, so I cannot join Kahoot or submit assignments on time." (Student 9)

Unequal Access to Digital Devices

Although most students owned smartphones, several participants reported sharing devices with family members or using older phones that occasionally malfunctioned.

Teacher A commented:

"Not every student has the same quality of smartphone or internet access. This sometimes affects classroom participation."

Digital Distractions

Teachers also reported that students occasionally became distracted by social media notifications while using smartphones during lessons.

Teacher B explained:

"Technology is helpful, but students sometimes open social media instead of focusing on the lesson."

Teachers' Digital Competence

Both teachers acknowledged that integrating technology required continuous professional development.

Teacher A remarked:

"Teachers also need training because technology changes very quickly."

These findings indicate that while educational technology offers substantial educational benefits, successful implementation requires adequate infrastructure, teacher training, and effective classroom management.

Tabel 1. The Qualitative Analysis Identified Four Major Themes that Answer the Research Questions.

Research Question	Main Findings
How does educational technology influence students' interest?	Technology increases students' motivation, enthusiasm, and enjoyment in learning English.
What technologies are commonly used?	Google Classroom, Kahoot!, Quizizz, YouTube, Duolingo, Grammarly, ChatGPT, and online dictionaries.
What benefits do participants perceive?	Increased engagement, collaboration, learner autonomy, immediate feedback, and flexible learning opportunities.
What challenges are encountered?	Limited internet access, unequal digital devices, classroom distractions, and teachers' digital competence.

Overall, the findings demonstrate that educational technology positively influences students' interest in learning English by creating interactive, engaging, and student-centered learning experiences. Nevertheless, its effectiveness depends on adequate technological infrastructure, teachers' digital literacy, and appropriate pedagogical implementation.

The findings of this study demonstrate that educational technology plays a significant role in enhancing students' interest in learning English. The analysis of interview, observation, and document data revealed that digital learning technologies increase students' motivation, promote active classroom engagement, foster learner autonomy, and provide more flexible learning opportunities. These findings are consistent with contemporary theories of educational technology and previous empirical studies.

Educational Technology Enhances Students' Learning Interest

The first finding indicates that educational technology positively influences students' learning interest by creating more engaging and enjoyable learning experiences. Students reported that digital learning platforms such as Google Classroom, Kahoot!, Quizizz, YouTube, and AI-assisted applications transformed English lessons into interactive activities rather than passive classroom experiences. As a result, students became more enthusiastic and actively participated in classroom learning. This finding supports Dewey's (1913) theory that interest is a fundamental element in successful learning because students learn more effectively when instructional activities are meaningful and enjoyable. Similarly, Schiefele (1991) argues that learning interest develops when students experience positive emotions and satisfaction during learning activities. In this study, students expressed enjoyment while participating in technology-assisted English learning, suggesting that digital learning environments stimulate positive emotional engagement. The findings are also consistent with Krashen's (1982) Affective Filter Hypothesis, which states that language acquisition is more successful when learners experience low anxiety, high self-confidence, and strong motivation. Technology-assisted learning appears to reduce students' fear of making mistakes because digital platforms allow learners to receive immediate feedback in a supportive environment. Consequently, students become more willing to practice English and participate in classroom activities. Furthermore, the present findings support the study by Tuljannah et al. (2025), who reported that technology-based English instruction significantly increased students' motivation and classroom participation. Likewise, Lai et al. (2024) found that educational technology strengthens students' individual interest by encouraging self-directed language learning beyond the classroom. Therefore, the current study confirms that technology functions not only as an instructional tool but also as a motivational factor that enhances students' interest in learning English.

Educational Technology Promotes Active Learning and Classroom Engagement

Another important finding is that educational technology encourages students to become more actively involved in classroom learning. Classroom observations demonstrated that students participated enthusiastically in digital quizzes, collaborative discussions, vocabulary games, and multimedia-based learning activities. Students who were usually reluctant to participate during conventional instruction became more confident when technology was incorporated into classroom activities.

These findings align with Vygotsky's (1978) Social Constructivist Theory, which emphasizes that knowledge is constructed through interaction with others. Educational technologies facilitate communication and collaboration by enabling students to exchange ideas, solve problems collectively, and receive immediate feedback from teachers and peers. Digital platforms therefore create opportunities for meaningful interaction that support language acquisition. Similarly, Piaget (1972) argues that learners construct knowledge through active exploration rather than passive reception of information. Technology-assisted learning provides students with opportunities to explore authentic English materials, interact with multimedia resources, and participate in problem-solving activities. Such learning experiences encourage higher levels of cognitive engagement compared with traditional teacher-centered instruction.

The findings also support Deterding et al. (2011), who explain that gamification enhances learners' motivation by incorporating game elements into educational contexts. The students in this

study consistently described Kahoot! and Quizizz as enjoyable learning platforms that encouraged competition, participation, and concentration. The competitive nature of these applications motivated students to complete learning tasks enthusiastically while simultaneously improving their English skills.

Educational Technology Encourages Learner Autonomy

The present study further revealed that educational technology promotes students' independent learning outside the classroom. Many participants reported using digital resources such as Duolingo, YouTube, Grammarly, online dictionaries, and AI-powered tools to practice English independently. Students no longer depended solely on classroom instruction because technology enabled continuous learning anytime and anywhere.

This finding supports Bonk's (2009) argument that educational technology expands learning opportunities beyond formal educational settings by providing unlimited access to digital learning resources. Likewise, Bates (2019) emphasizes that technology supports personalized learning, allowing students to learn according to their own pace, interests, and individual learning needs. The findings are also consistent with the Technology Acceptance Model (TAM) proposed by Davis (1989). According to TAM, learners are more likely to adopt educational technology when they perceive it as useful and easy to use. Students in this study described digital learning platforms as practical, accessible, and helpful in improving their English skills. These positive perceptions encouraged regular use of technology for independent learning. Moreover, Wu and Annamalai (2025) found that AI-assisted language learning enhances students' autonomy by providing personalized explanations, instant feedback, and adaptive learning support. Similar patterns emerged in the present study, where several students reported using AI applications to understand vocabulary, grammar, and writing tasks independently.

Challenges of Technology Integration

Although educational technology offers substantial benefits, this study also identified several implementation challenges. The most commonly identified barriers at SMA Negeri 1 Penebel included classroom distractions, disparities in device access, inconsistent digital literacy among educators and unstable internet connections due to schools being located in highland areas,.

These findings are consistent with Bates (2019), who argues that successful technology integration depends not only on technological availability but also on institutional support, infrastructure, and teachers' pedagogical competence. Without adequate internet access and reliable digital devices, students cannot fully benefit from technology-assisted learning. Similarly, Mishra and Koehler (2006) emphasize through the Technological Pedagogical Content Knowledge (TPACK) framework that effective technology integration requires teachers to combine technological knowledge, pedagogical knowledge, and subject matter expertise. The teachers interviewed in this study acknowledged that continuous professional development is necessary because educational technologies evolve rapidly. Another challenge concerns digital distractions. Although smartphones facilitate English learning, they also provide access to social media and entertainment applications that may reduce students' concentration. This finding suggests that teachers should establish clear classroom guidelines and implement effective classroom management strategies when integrating mobile technologies into instruction.

Implications of the Study

The findings of this study have several implications for English language education. First, English teachers should integrate educational technology strategically to increase students' interest and participation rather than using technology merely as a substitute for traditional teaching methods. Interactive platforms, multimedia resources, gamification, and AI-assisted applications should be selected based on clear learning objectives and students' learning needs. Second, schools should improve digital infrastructure by providing reliable internet access, adequate technological facilities, and technical support for both teachers and students. Equal access to technology is essential to ensure that all learners benefit from digital learning opportunities. Third, continuous professional development programs should be organized to strengthen teachers' digital competence. Training

should focus not only on technical skills but also on pedagogical strategies for integrating technology effectively into English language instruction. Finally, policymakers should encourage the development of technology-enhanced curricula that promote student-centered learning, digital literacy, and responsible technology use. Educational technology should be viewed as a pedagogical innovation that complements effective teaching rather than replacing the role of teachers.

Overall, the discussion indicates that educational technology contributes significantly to enhancing students' interest in learning English by creating engaging, interactive, and flexible learning experiences. Nevertheless, the effectiveness of technology integration depends on the availability of technological infrastructure, teachers' professional competence, and well-designed pedagogical practices. These findings reinforce existing theories of educational technology while providing qualitative evidence regarding students' and teachers' experiences in technology-assisted English language learning.

CLOSING

Conclusion

This study investigated the role of educational technology in enhancing students' interest in learning English through a qualitative research approach. Based on data obtained from interviews, classroom observations, and document analysis, the findings indicate that technology integration has a positive contribution to students' motivation, engagement, and learning experiences in English language classrooms. The study revealed that educational technology increases students' interest in learning English by creating a more interactive, enjoyable, and meaningful learning environment. Digital platforms such as Google Classroom, Quizizz, Kahoot!, YouTube, Duolingo, and AI-based learning applications provide students with various opportunities to practice language skills, access authentic learning materials, and receive immediate feedback. These features encourage students to become more actively involved in learning activities and develop positive attitudes toward English learning.

Furthermore, technology supports student-centered learning by promoting learner autonomy. Students are able to continue learning beyond classroom boundaries through online resources and mobile applications. The accessibility of digital materials allows learners to study according to their own pace, needs, and interests. This finding demonstrates that technology not only functions as a teaching aid but also serves as a tool that encourages independent and lifelong learning. The study also highlights that technology enhances classroom interaction and participation. Students who previously showed limited involvement in conventional learning environments became more confident and willing to participate when digital tools were incorporated into lessons. Interactive activities, multimedia resources, and gamification elements created opportunities for collaboration, communication, and active engagement.

However, the implementation of educational technology also faces several challenges. Limited internet connectivity, unequal access to digital devices, potential distractions, and teachers' varying levels of technological competence remain significant issues that need attention. Therefore, successful technology integration requires adequate infrastructure, continuous teacher training, and appropriate pedagogical strategies. Technology is merely a tool; its impact on learning is largely determined by the pedagogical strategies teachers use in the classroom (Bates, 2019). The findings suggest several practical implications. English teachers should carefully select digital tools that align with learning objectives and students' characteristics. Schools and educational institutions should provide sufficient technological facilities and professional development programs to improve teachers' digital literacy. Policymakers should also support equitable access to educational technology to ensure that all students can benefit from digital learning opportunities.

In conclusion, educational technology has considerable potential to increase students' interest in learning English by providing engaging, flexible, and student-centered learning experiences. When integrated effectively with appropriate teaching strategies, technology can transform English language education and contribute to the development of motivated, independent, and digitally competent learners.

Recomendation

Future research is recommended to investigate the long-term effects of technology-assisted English learning on students' language proficiency and motivation. Further studies may also explore the effectiveness of emerging technologies, such as artificial intelligence and virtual reality, in supporting English language acquisition across different educational contexts.

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