THE INTEGRATION OF INSTRUCTIONAL TECHNOLOGY INTO ENGLISH LANGUAGE TEACHING (ELT) AT SMP UNISMUH MAKASSAR

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the Degree of Education in English Education Department

NURHIDAYAT
105351103518

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR
2025

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411 860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Nurhidayat** NIM **105351103518**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 845 Tahun 1447 H/2025 M, tanggal 05 Rabi'ul Awal 1447 H/28 Agustus 2025 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 30 Agustus 2025**.

Makassar, <u>07 Rabi'ul Awal 1446 H</u>
30   Agustus   2025 M

Panitia Ujian:

1. Pengawas Umum   : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU. (.....................)

2. Ketua   : Dr. H. Baharullah, M.Pd. (.....................)

3. Sekretaris   : Dr. Andi Husniati, M.Pd. (.....................)

4. Dosen Penguji   : 1. Prof. Erwin Akib, S.Pd., M.Pd., Ph.D. (.....................)

   2. Junaid, S.Pd., M.Pd. (.....................)

   3. Dr. Sujariati, S.Pd., M.Pd. (.....................)

   4. Hijrah, S.Pd., M.Pd. (.....................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Dr. H. Baharullah, M.Pd.
NBM. 779 170

| Terakreditasi Institusi
BAN-PT

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0824343200
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

APPROVAL SHEET

Tittle	:	The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar
Name	:	Nurhidayat
Reg. Number	:	105351103518
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 30 Agustus 2025

Approved By,

Consultant I

Dr. Sujariati, M.Pd.
NIDN. 0904067801

Consultant II

Ismail Sangkala, S.Pd., M.Pd
NIDN. 0921018703

Dean of FKIP
Universitas Muhammadiyah Makassar

Dr. H. Baharullah, M.Pd.
NBM. 779 170

Head of
English Education Department

Ariana, S.Pd., M.Pd.
NBM. 1141 851

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

RESEARCH
GROUP

بسم الله الرحمن الرحيم

APPROVAL SHEET

Title	:	**The Integration Of Instructional Technology Into English Language Teaching (Elt) At Smp Unismuh Makassar**
Name	:	**Nurhidayat**
Reg. Number	:	**105351103518**
Program	:	**English Education Department Strata 1 (S1)**
Faculty	:	**Teacher Training and Education**

After being checked and observed this **Thesis** had been fill qualification to be examined

Makassar,   2025

Approved By,

Consultant I   **Consultant II**

Dr. Sujariati, M.Pd.   **Ismail Sangkala, S.Pd., M.Pd.**
NIDN. 0904067801   NIDN. 0921018703

Dean of Faculty of Teacher Training &   **Head of English Education Department**
Education
Universitas Muhammadiyah Makassar

Dr. H. Baharullah, M.Pd.   **Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**
NBM. 779 170   NBM. 977 807

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS.

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
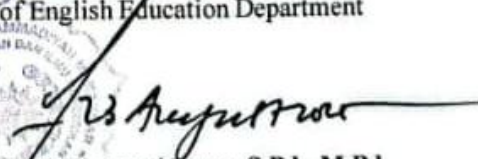Web : bg.fkip.unismuh.ac.id

بســم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Nurhidayat**
NIM	:	**105351103518**
Department	:	**English Education Department**
Title	:	**The Integration of Instructional Technology into English Languge Teaching (ELT) at SMP Unismuh Makassar**
Consultant I	:	**Dr. Sujariati, S.Pd., M.Pd**

Day / Date	Chapter	Note	Sign
Tuesday July, 7.25	IV	- Rearrange the findings - Classify the data	
Thursday July.17.25	IV	- Complete the data for research Questions - Describe the data in narration.	
Monday Agust, 11.25	IV	- Revise the findings - De arrange the data	
Tuesday Agus.12.25		- Revise Abstract.	
Wednesday Agust.28.25		- Print All the data Prepare to Exam	ACC

Makassar, ...Aug............2025
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM 977 807

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

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Name	:	**Nurhidayat**
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Title	:	**The Integration of Instructional Technology into English Languge Teaching (ELT) at SMP Unismuh Makassar**
Consultant II	:	**Ismail Sangkala, S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
9 Aug 205	IV	Reconstruct your Chapter IV	
11 Aug 205	IV	Re display your data in findings and enphrase your discussion	
20 Aug 205	IV	Describe all picture properly	
21 Aug 2025	IV	Revise the extracts of findings.	

Makassar, ...Aug.........2025
Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

| Terakreditasi Intitusi
BAN-PT

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name	:	**Nurhidayat**
NIM	:	**105351103518**
Department	:	**English Education Department**
Title	:	**The Integration of Instructional Technology into English Languge Teaching (ELT) at SMP Unismuh Makassar**
Consultant II	:	**Ismail Sangkala, S.Pd., M.Pd.**

Day / Date	Chapter	Note	Sign
22 Aug 2025	IV	Enrich your discussion Gain the novelty	
23 Aug 2025	V.	Reconnect your. chapter V. Prepare your article and keep spirit to thesis exam	

Makassar, ...Aug............2025

Approved by:
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

SURAT PERNYATAAN

Nama : Nurhidayat

NIM : 105351103518

Program : English Education Department

Title : The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســم الله الرحمن الرحيم

SURAT PERJANJIAN

Nama   :   Nurhidayat

NIM   :   105351103518

Program   :   English Education Department

Title   :   The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar

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Nurhidayat

MOTTO AND DEDICATION

MOTTO

"Sesungguhnya sesudah kesulitan ada kemudahan"

QS. Al-Insyirah ayat 5

DEDICATION

A Thesis for My Beloved Parent, Family and My Friends

ABSTRACT

Nurhidayat. 2025. *The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar.* A thesis of English Education Department The Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar (guided by Sujariati and Ismail Sangkala).

This study aims to find the way the teachers integrate instructional technology in English Language Teaching and the advantages of using instructional technology in teaching speaking skills.

This research used a descriptive qualitative method, the instruments used observation and interview. The subjects of this research were three English teachers from seven, eight and nine grade. The purpose of observation was to find out the way the teachers integrate instructional technology in the classroom and the interview to gather more information about the observation and the advantages of using instructional technology in teaching speaking.

The result of this research showed the teachers used Smart TV as the main media to integrated instructional technology in the classroom. Used Powerpoint/Canva to display slides material, used YouTube as a learning video and Wordwall platform online game to support material evaluation. The teachers preferred used instructional technology because it changed the teachers' roles, increased the students' motivation and improved students design skills.

Based on the result of this research above, it can conclude that integrated instructional technology has positively impacted English language teaching and learning process and the development of students' speaking skills.

Keywords: *Instructional Technology, ELT, Smart TV, Speaking Skills.*

ABSTRAK

Nurhidayat. 2025. Integrasi Teknologi Instruksional dalam Pengajaran Bahasa Inggris (ELT) di SMP Unismuh Makassar. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Sujariati dan Ismail Sangkala).

Penelitian ini bertujuan untuk mengetahui bagaimana guru mengintegrasikan teknologi instruksional dalam pengajaran Bahasa Inggris serta keunggulan penggunaan teknologi instruksional dalam pengajaran keterampilan berbicara.

Penelitian ini menggunakan metode deskriptif kualitatif dengan instrumen berupa observasi dan wawancara. Subjek penelitian ini adalah tiga guru Bahasa Inggris dari kelas VII, VIII, dan IX. Tujuan observasi adalah untuk mengetahui cara guru mengintegrasikan teknologi instruksional di kelas, sedangkan wawancara dilakukan untuk menggali informasi lebih lanjut mengenai hasil observasi dan efektivitas penggunaan teknologi instruksional dalam pengajaran keterampilan berbicara.

Hasil penelitian menunjukkan bahwa guru menggunakan **Smart TV** sebagai media utama dalam mengintegrasikan teknologi instruksional di kelas, **PowerPoint/Canva** untuk menampilkan materi dalam bentuk slide, **YouTube** sebagai sumber video pembelajaran, dan platform gim daring **Wordwall** untuk mendukung evaluasi materi. Guru lebih memilih menggunakan teknologi instruksional karena dapat mengubah peran guru, meningkatkan motivasi siswa, serta mengembangkan keterampilan desain siswa.

Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa integrasi teknologi instruksional memberikan dampak positif terhadap proses pengajaran dan pembelajaran Bahasa Inggris, khususnya dalam pengembangan keterampilan berbicara siswa.

Kata Kunci: Teknologi Instruksional, ELT, Smart TV, Keterampilan Berbicara.

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بِسْــــمِ اللَّهِ الرَّحْمَنِ الرَّحِيـــمِ

In the name of Allah, The Most Gracius, The Most Merciful

Alhamdulillahi Robbil 'Aalamiin, first of all the reseacher would like to express my praise and gratitude to almighty Allah SWT who has given mercy and bless to complete this thesis with the title "The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar". Shalawat and Salam are addressed to the messenger our prophet Muhammad SAW who has brought us from the darkness to the brightness.

The researcher would be very grateful to many people who have given theirvaluable suggestions, guidance, assistance, and sacrifice for the completion of this thesis. Therefore, the researcher wishes to express her deepest appreciation and gratitude to:

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Gowa,   2025

Nurhidayat

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays the introduction of technology has been viewed as a technique for reducing the prevalence of the long-standing barriers to quality education. View of the world's fast-expanding globalization, educators, particularly English teachers must develop and refresh their capacity for high-impact education (Susanty et al, 2021). Technological development advancement and their incorporation into all aspects of life have become commonplace, as a result of this predicament, the use of modern technologies in educational activities is unavoidable (Birisci & Kul, 2019). Also, the use of technology it now being utilized to educate children long geographically challenged; this type of education is referred to known as "online distance learning" (Nueva, 2019) stated that. Based on the statement above, all the children have the same opportunity to access the education even though they stay at home through online class.

In education fields, the rapid advancement of information and communication technology has brought the emergence of new abilities that are distinct from those of the previous century (Atman Uslu & Usluel, 2019). nowadays the education system has changed to distance class or online learning. Educators must be able to adapt to rapidly changing technology, be comfortable with multitasking pupils, and be open technology-rich teaching and learning environments in order to efectively meet the distance learning

style. As a sequence, people shift to online activities for example work from home or study from home while offices, schools and universities close (Hartman et al, 2019). Some schools and universities have implemented a policy of remote teaching and online learning in educational sector (Amin & Sundari, 2020).

Furthermore, there are adapt to rapidly changing technology, be comfortable with multitasking pupils, and be open technology-rich teaching and learning environments toers are able to innovate and create a good teaching method in fact of teaching and learning English in SMP Unismuh Makassar. The output of the students in following learning process is more interesting and active in the class. So, the researcher interesting to know what kinds of technology that teachers used in teaching and learning process to conduct information.

The use of technology in the classroom has increased especially in the school that apply the distance learning system. Schools, teachers, students and administrators expect educational technology to be available in the classrooms, give the rising usage of technology across all professions in education fields (Burch & Mohammed, 2019). Based on the statement above, the role of technology in education system has massive impact for both teachers and students. In addition, teachers and students are being pressured to switch from an offline face-to-face teaching method in the classroom to digital /virtual teaching system based on variety of online platforms or applications (Amin & Sundari, 2020). So, the role of teacher to face the unpredictable situation and

must quickly learn and adapt to change the learning style from offline to online learning.

The use of technology in English language teaching like devices and application in classroom is not new. Language education and learning have benefit greatly from the use of digital tools, social media and virtual worlds. According to Mohammad (2018) computer-based activities give teachers with immediate access to relevant information and material so that internet materials encourage students to learn more. According to Amin & Sundari (2020) teachers must pay attention in using technology that affects in language use. In addition, technology makes instructional resources available for teachers and bring learning experience into the students. Many real materials maybe offer to learners through the use of technology, and they can be inspired to learn the language.

Teaching and learning process using technology needs to integrate through instructional technology. Instructional technology refers to intentional and deliberate incorporation of digital technology tools into a teaching and learning process (Robin Sullivan et al, 2018). Because instructional technology is constantly evolving, teachers must engage in professional development to stay up with the rapid improvements and trends in the tools available for use in their classrooms. Technology integration helps course material to become more interactive and engaging (Robin Sullivan et al., 2018). In addition, creating the material and teaching method in order to gain students' interest to follow the teaching and learning process.

Based on the explanation above, the researcher interested to analyze how far the teachers can integrate technology in English language teaching. This research conducted the English teachers from class VII, VIII and IX in SMP Unismuh Makassar.

The researcher conducted a research with the title, *"The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar".*

B. Problem of The Research

Based on the background of the research above, the researcher formulated a research question is how do the teachers integrate instructional technology into English language teaching at SMP Unismuh Makassar?

C. Objective of the Research

Based on the research questions above, the researcher arranged the research objective is to analyze the teachers integrate instructional technology into English language teaching at SMP Unismuh Makassar.

D. Significance of the Research

For the teacher this research as information, to teach and training the students by using the proper technology in the class. For the other researcher, this research can be used as a reference and information for their research with a similar problem by using another research design or model. Furthermore, for

teaching references in the classroom by using instructional technology integrate it in English language teaching.

E. Scope of the Research

In this scope of research, the researcher focused in investigating teachers practice in using Smart TV especially in teaching speaking.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

The researcher found some similar previous research that analyse the teacher in using technology in the classroom. These are some related researchers, such as:

The First researcher is from Gong & Lai (2018) "Technology Integration into the Language Classroom: Developmental Trajectory of Beginning Teachers". This research is about investigating the teachers in integrate technology in the classroom. There are 5 subjects in this research as participants which only beginning teachers in language classroom in the first two career-entry years. This research is qualitative research where the researcher conducted the data by use interview. The result of this research is the development of beginning language teachers' understanding of technology, the rapid advancement of information and communication technology has brought the emergence of new abilities in teaching as their familiarity with teaching procedures, students and classroom management grows.

The Second researcher is Shemshack (2021) "What Supports Do Teachers Need on Effective Instructional Technology Integration?". This research about the instructional technology resources available and supports to the teachers. The participants of this research consist 10 participants with difference experience in integrating instructional technology. This research is

qualitative research. The data were collected by interview questions. The result of this research is teachers said they received professional training to learn how to use technological software in their classrooms as a support to integrate instructional technology.

The third researcher is Smadi et al (2020). "Barriers in instructional technology integration in teachers in Social Studies at Jordan Elementary School". This research is about the perceptions of teachers in integrate instructional technology and most of them are interested and concerned about the influence of instructional technology integration in students learning in business class and finally it is concluded that teachers are adopter or users of instructional technology in curriculum. The participants of this research consist 66 teachers as participants. The data was analyzed using descriptive statistics (frequency, percentages, means, and standard deviation) and inferential statistics.

The fourth researcher is from Jumriani (2019) "The Integration of Information and Communication Technology (ICT) in Teaching Speaking at English Education Department of Unismuh Makassar". This research is about the teachers' perception in teaching English using ICT, this research is qualitative research. The data were collected by use questionnaire. The result of this research is about the teachers' experience in using technology and the media in teaching and learning process especially in teaching speaking.

The fifth researcher is Mohammed (2020) "The Advantages of Instructional Technology on English Language Learning on EFL Classroom".

This research is about investigation and examined the teachers' attitudes applying towards instructional technology. This research adopted the analytical descriptive to applied qualitative and quantitative methods to collect data from the participants or subjects. This research found that using instructional technology into language teaching and learning made students more cooperative and focused in the class. As a result, their performance and competency could be enhanced.

From several research findings above, the researcher found a gap where previous findings still did not investigate the way of teacher integrate instructional technology into English language teaching. While the similarity of these previous research that carry out with this research is the experience and kinds of technology used by the teachers in teaching English in the classroom.

B. Some Pertinent Ideas

    1. The Concept of Instructional Technology

    a. Definition of Instructional Technology

Many definitions of instructional technology have been made many years ago. According to Öztürk & Erdem (2018) instructional technology defines as the systematic based on learning and communication research, design, implementation, and evaluation of the entire learning and teaching process in terms of specific objectives by combining human and material resources to provide more effective teaching. Also, the theory and practice

of designing, developing, using, managing, and evaluating learning processes and resources is known as instructional technology (Öztürk & Erdem, 2018).

Instructional technology as "the study and ethical practice of designing, implementing, and managing appropriate technological processes and resources to assist learning and improve performance" (Sullivan et al, 2018). According Agormedah et al (2019) instructional technology offers educational institutions to have a plethora of options to connect and use technology to enhance and bolster the instructional discourse. The conscious and purposeful integration of digital technology tools into the teaching and learning process is referred to as the use of instructional technologies. Learners in technology enhance learning environments are encourage to be active participants rather than passive in receive knowledge (Agormedah et al., 2019).

According Sullivan et al (2018) instructional technology which often used in classroom settings. In other words, in order to keep up instructional technology with the rapid advancements and trends in the tools available for use in their teaching practices, learners must continue to participate to use instructional technology. Although it is common for schools to be required to integrate technology, most do not provide appropriate training on how to do so in a way that benefits of instructional technology (Sullivan et al., 2018).

Instructional technology is widely used in education and training (Smadi et al, 2020). There is currently agreement that providing adequate training courses to teachers can aid in the development of instructional technology integration knowledge and skills in schools. Instructional technology integration for administrative and educational purposes is becoming more popular, from primary schools to institutions of higher learning. The use of instructional technology in schools is an attempt to improve the quality of teachers' teaching and learning efforts in order to improve students' achievement and performance (Smadi et al., 2020).

b. **The advantages of instructional technology in language classroom**

According to Mohammed (2020) the advantages of applying instructional technology in teaching English in the classroom categorized in several parts, as follow:

1) Changing the teacher's role

The teacher's role shifts from knowledge presenter to a facilitator, setting goals of the project, providing guidelines and resources, and asking about the reasons for various design choices (Mohammed, 2020). Based on the statement before, using technology in the classroom makes the teachers no longer to present the subject with explanation but they can let the students to understand the subject by using many choices like give them project and all of them are supported by use technology. The role of teachers themselves also guide them by creating good teaching materials so that the students

are enjoy to learn and avoiding bored while teaching and learning process.

2) Changing to the learner's roles:

There are several learner's roles that change by using technology in the classroom:

a) They play an active receiver rather than passive receivers of information from their teacher, text and broadcast (Mohammed, 2020).

b) Acting thinking considering the information and making decisions.

c) Performs the authentic task.

d) Defining the future goals and making decisions.

e) Evaluating and feedback of their progress.

3) Increasing self-esteem and motivation:

Learners' sense of self-worth in enhanced by increasing their sense of competence and knowledge of the value placed on technology after mastering technology-based task (Mohammed, 2020). It means that using instructional technology gives the positive impact for the students especially their motivation in learning so that they are able to build their skills in learning through instructional technology.

4) Technical skills

Learners gain a basic understanding of how various types of computer tools operate and gain confidence in their ability to pick up new skills. So, their efforts to learn new features programs are aided.

5) Improve design skills

Using media gives learners more options to improve their design skills on how to transmit a given topic in a better way and develop it through instructional technology (Mohammed, 2020).

c. **Objectives and needs of applying instructional technology in learning English**

According to Awad in Mohammed (2020) there are several objectives and needs of applying instructional technology in the learning English in the following points below as follow:

1) Objectives

   a) To create a good and effective learning environment.

   b) To create an effective interaction between teacher and students and among students themselves.

   c) Creating the content in a joyful manner and handle it.

   d) To make teaching and learning process more flexible.

   e) To have an easy assessment of the students' progress.

   f) To have more insight and innovative learning.

2) Needs

   Teachers' need:

   1) To develop more effective and innovate teaching approaches.

   2) To design joyful and easy homework for students.

   3) To create and develop new performance

   4) To diminish barriers teaching in the classroom

Students need:

1) To create an easy submission for students' homework.

2) To developing students' skills and performance.

3) To expands students' minds.

4) To prepare their future goals.

d. Media

Arifin (2020) Media is a way to help the students understand the materials that the teacher delivered. This means that the media that teacher used are able to increase the students' knowledge. Additionally, by using media in teaching and learning process, it makes the students more active and creative with lots of features using media. Using media also help the teacher easier to deliver the material. For example, ehance the learning activities more fun, effective and attract students' attention. Arifin (2020) Media gives several benefits as followes:

a) Make the learning process more engaging.

b) Make learning materials easy to understand and make the students mastering the learning objectives.

According to Arifin (2020) there are some kinds of media that teacher used and apply into the classroom, they are:

a) Laptop/Computer

The teacher used laptop or computer as a tool to deliver the materials in teaching. The use laptop is to connect it to LCD where the teacher can easily deliver the material.

b) LCD

LCD is a media or tool that teacher can use to displaying some materials data from internet. The use LCD is the teacher display the materials such as, images, text, and also the audio for presentations and viewing students' assignment so that the students can see clearly.

c) Power Point

Power Point presentation is a type of media or application used to display information. As an effective deliver message for students, create an information display with text, photos, and videos. The use Power Point in delivering lesson to students are the teacher using slides to display materials, also the teacher can back to the previous slides if there is lesson that teacher explain again so the student will not miss the lesson when the teacher explain the material. PowerPoint also beneficial to help the teacher to reduce time to rewrite the material.

d) Speaker

A speaker is one of the hardware devices that allows a computer or laptop to produce sounds. The use the speaker to deliver lesson is the teacher playing some videos from internet to

connect into the speaker to practice students' pronunciation and listening skills.

e) Internet

The teacher used the internet to display the subject matter task (Mohammad, 2018). The other use of internet in the classroom is to find materials that will be deliver for student. By using the internet, teacher can search the good material to increase students' interest in learning especially learning English.

f) Google Classroom

Google Classroom is one of the good platforms to improve teacher productivity and it provides useful features that make it a good tool in teaching (Arifin, 2020). The use Google Classroom is the teacher utilize this media to create a group for one class to send notification task, share materials, assign homework, announcement, and share due dates for tasks.

g) Email

Email is a type of electronic mail used to send letters via computer network. The use Email is to send information regarding the lesson and connect with Google Classroom to create a google account and assignment.

h) YouTube

YouTube videos can be utilized in English language teaching to improve vocabulary, accents, pronunciation and many more (Arifin, 2020). The use of YouTube is the teacher searching several videos related to materials and the teacher select and show the video according to the level of students.

e. Multimedia

Arifin (2020) Multimedia can be defined as the combination of text, sound, animation, graphic art, and video that is delivered by computer. Furthermore, multimedia is exciting combining computer hardware and software that enables to create a good presentation by integrating audio, animation, video, graphics and text (Arifin 2020). In addition, the role of multimedia is so important in order to develop an effective presentation in teaching language by combining several media. Multimedia is a helpful and successful instructional tool because it is flexible, interactive, and integrates different visual information. It also considers the unique features of each learner and increase their motivation (Mohammed 2020).

Mohammed (2020) multimedia technologies have permeated every aspect of human existence, including education. Currently, teachers are required to enhance the multimedia in order to develop the effective teaching in the class. Teachers in elementary until higher education already need to be proficient in using multimedia tools to enhance the learning process. Developing teachers' information skills, which rely on the use of multimedia technologies in a variety of educational teaching, is

one of the process's most crucial elements. Multimedia technologies are also used to improve teaching methods. Using multimedia technologies to improve the curriculum and education of the school where learning occurs. There are three standards of teacher for the use of multimedia technologies in teaching and learning process (Mohammed (2020):

    a) Use multimedia tools as a part of teaching and learning process.

    b) Use ICT in teaching and learning process.

    c) Use of multimedia technology in the classroom as instructional resources

Teachers can use multimedia to give students comprehensive knowledge to meet certain learning objectives by combining text, images, animation, and other media into a single package. A specific instructional resource is typically coupled with several tools related due to multimedia, which enables you to illustrate intricate procedures in an interactive, animated manner (Mohammed (2020). There are several advantages of multimedia in teaching and learning process, they are:

a) Arousing the students' interest

      Multimedia is a type of media that can captivate students with a range of sounds, visuals, animation, and other effects. Additionally, it might pique students' intense motivation to actively study English. In addition to significantly increasing students' interest in studying, multimedia instruction can make instruction more engaging and fun. Therefore, teachers should enhance their

best to teaching in order to make the students interest by using multimedia.

b) Improving students' self-learning ability

One of the advantages of using multimedia in teaching students is enhancing their self-learning ability. The most important thing is how the teachers make the students from "want me to study" to "I want to learn" (Mohammed (2020). So that, by using multimedia make students find it easier to move from typical passive learning to an active state for independent study.

c) Improving students' innovative ability

By using multimedia in teaching, students are able to develop their ability to innovate the material that teachers delivered. Teachers should focus on encouraging students' imaginations when they are teaching. Multimedia can be used to find limitless resources in textbooks and accomplish the required effects (Mohammed (2020).

f. Transmedia

According to Kurniullah (2017) Transmedia is the concept of storytelling that employs moving images. Using from some media platform to another. While, Jenikns in Kwon & Byun (2018) defined Transmedia storytelling is an example of a technique where essential elements of fiction are methodically distributed across many distribution channels to produce a cohesive and well-coordinated entertainment

experience. According to Jenkins Transmedia, which translates to "across media," is a term used to describe convergence as a collection of cultural acts. With the majority of the content serving a larger purpose, such as increasing audience engagement, providing the perspective of other characters, mapping the world, and providing backstory, he views transmedia storytelling as a justification for considering the flow of content across media. In addition, Kurniullah (2017) described transmedia storytelling enables the proper content to be presented across a variety of platforms at the right time and location to provide a more comprehensive, profitable, unified, and satisfying experience.

2. **The Concept of Smart TV**

    a. **Definition of Smart TV**

    A Smart TV consists of a TV designed to process and store information similarly to a standard PC, allowing users to watch the shows they want based on popular demand without being inundated with TV commercials. Instead, advertisements appear during the transmission itself or as integrated messages or gadgets (Pradipta, P., & Mustofa, M. 2020). Furthermore, students are given genuine opportunities to study through real-world media when they use smart TVs as learning tools (Pradipta, P., & Mustofa, M. 2020). In addition, this will help students become more aware of the rapidly evolving field of electronic communications, giving them a greater understanding of the kinds of materials that will help them in the

future. Students can watch a movie, listen to music, or work with digital material using excellent educational resources when they use a smart TV.

The application of Smart TV technology as an educational tool. Learning becomes more meaningful and extends beyond class discussions when Smart TV technology is used (Pradipta, P., & Mustofa, M. 2020). As Smart TV technology plays an essential role in learning English, including its ability to stimulate pupils to learn English. It is crucial for teachers to provide an innovative learning environment in the classroom where students can practice speaking in authentic contexts by assigning meaningful assignments or by offering pertinent examples that are relevant to the speaking practice under study.

b. The use of Smart TV

Smart TV has become as a material for consideration as a source and tool for teaching, owing to its adaptability and ability to follow many variants of techniques found in a wide range of learning circumstances. Furthermore, Smart TV can serve as both a support and reinforcement tool (Pradipta, P., & Mustofa, M. 2020). Students can study English using various mobile technologies. In addition, teachers and students will be able to engage in a variety of activities that are both suitable and efficient (Pradipta, P., & Mustofa, M. 2020). For that, Smart TV is abel to make students do more, e.g share their

insight through Smart TV. Using Smart TV in teaching helps both teachers and students understand the topic, increases student retention of knowledge, inspires interest in the subject matter, and demonstrates the relevance of numerous concepts.

The use of Smart TV to display visual components such as images, graphs, and animations has numerous advantages, particularly for students with a visual learning style. Information delivered in this style is easier to comprehend and recall than traditional learning approaches (Hidayati, N., & Manshur, U. 2024). Furthermore, this strategy encourages previously passive students to get more interested because the subject is delivered in an interesting way. Visual support also helps students connect theory to real applications, making learning more interesting and relevant.

The use of Smart TV in education is expected to not only improve the material delivered by the teacher, but also to make it easier for pupils to understand teaching topics by providing more appealing visualizations (Hidayati, N., & Manshur, U. 2024). Smart TV's advanced features, such as the ability to display videos, animations, and interactive graphics, make learning more lively rather than tedious. It is intended that by integrating Smart TV into the learning process, students would not only obtain a better comprehension of the subject matter, but also feel more motivated and involved in learning activities.

3. The Concept of English Language Teaching

Education in the twenty first century briefly provides students with the required abilities and skills that they can acquire and practice in order to be successful in globalized environment (Bedir, 2019). The role of teacher in education programs are critical in preparing instructors to give chances and challenge for students as they face an uncertain future. In English language teaching (ELT), Bedir (2019) has identified the four skills that used in 21st century in that used in learning and innovation skills such as speaking, reading, writing and listening skills.

a. Definition of Speaking Skills

Speaking is a process of thinking and reasoning that allows others or listeners to accept and understand someone's communication (Syakur et al (2020). Other researcher explained speaking skills the ability to produce words in expressing, conveying ideas, thought, and feeling (Fuadah, 2021). Thus, speaking skills is one of the skills that emphasize and express meaningful thought in doing communication.

According to Aisyiyah (2022) defining speaking is expressing feeling and thought into phrases, words and sentence that follow a specific structured. On the other hand, speaking is the use of words to express an opinion in a way that other people can understand (Aisyiyah, 2022). Based on the explanation before, speaking is an oral communication that involved express their ideas, thought and feeling and the listener can understand what the speaker's meaning.

Therefore, to avoid misunderstanding between a speaker and listener, students must be talk clearly and understandable.

Speaking is a form of communication between a speaker and listener (Aisyiyah, 2022). This activity comprises two or more people, which is participants serving as both a speaker and listener. The communication will be going well unless the speaker between the listener understand conversation each other.

b. The importance of Speaking skills

Speaking also plays a vital role in developing and producing various different language, it can take the form of conversation speeches, debates, reasoning, conversation, narrative and retelling (Aisyiyah, 2022). The importance of speaking skills shows in real-life circumtances where speaking is the skills are useful for students when they have to settle down well in a good profession (Rao, 2019).

According to Paharuddin (2020) condisered in speaking, there are 6 important things, they are:

1) To pay attention of what speakers want to say

2) To choose a word that fits the pattern they are going to use

3) To choose a word that fits pattern that conveys the ideas and meaning

4) To put words in correct arrangement

5) To produce the sounds by placing the tongue and lips in certain position.

c. Pronunciation

Pronunciation is one of the important elements in speaking skill which produce the sounds to avoid misunderstanding. Pronunciation is the way to how a human pronounces a word in order to communicate (Arifuddin, 2019). In short, pronunciation refers to the sound that we produce and utilize to convey meaning in verbal communication. Furthermore, pronunciation is defined as the process of processing particular sounds, stress, and intonation patterns in a foreign language (Mahdi, 2019).

There are two aspects of pronunciation namely segmental aspect and supra-segmental aspect. Arifuddin (2019) stated that pronunciation refers to the production of sounds that we used to communicate, including segmental and supra-segmental aspects. The segmental aspect in pronunctiation involves vowels and consonants, while supra-segmental aspect in pronunciation involves intonation, stress, and rhythm. Based on the explanation above, when people deliver a message through speech, they must be clear about their segmental and supra-segmental aspects so that listeners are able to comprehend and understand message.

Pronunciation is a base of language and it is being a part of communication. According to Madjid et al (2020) pronunciation is the process of saying words in a way that is generally acceptable and understood.   If a word is pronounced incorrect, it will create

misunderstanding. Pronunciation needs to improve because if the speaker pronouncing a word incorrectly, it can be difficult to learn or communicate in that language. According to Djiwandono (in Madjid et al., 2020)there are 4 aspects or indicators to assess pronunciation, that are:

1) The accuracy of pronouncing words

2) Pronounce the words like native speaker

3) Intelligence is the ability to pronounce words correctly and without producing misunderstanding.

4) Fluency refers to the words about how to pronounce it fluently without any anxiety.

d. **Vocabulary**

Vocabulary is one of the important factors that supporting and developing mastery of the four English skills. According to Apdy & Asrifan (2018) vocabulary is a foundational skill that students must mastering before moving on to the other skills such as speaking, reading, listening and writing. Moreover, Apdy & Asrifan (2018) argued that appropriate vocabulary acquisition is necessary for successful second-language use because without mastering vocabulary we cannot to use the structures and functions that we learned for understandable communication.

According to Apdy & Asrifan (2018) there are two types of vocabulary, as follows:

1) Active vocabulary refers to words and phrases that students have acquired and expected to able to utilize.

2) Passive vocabulary refers to the terms of words that students will recognize of what they produced.

C. Conceptual Framework

The conceptual framework in this research is showing in the following diagram below:

```
┌─────────────────────────┐
│    Teaching English     │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│      Instructional      │
│       Technology        │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│  Integration of Smart TV│
│  into English Language  │
│        Teaching         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│     Speaking Skills     │
└─────────────────────────┘
```
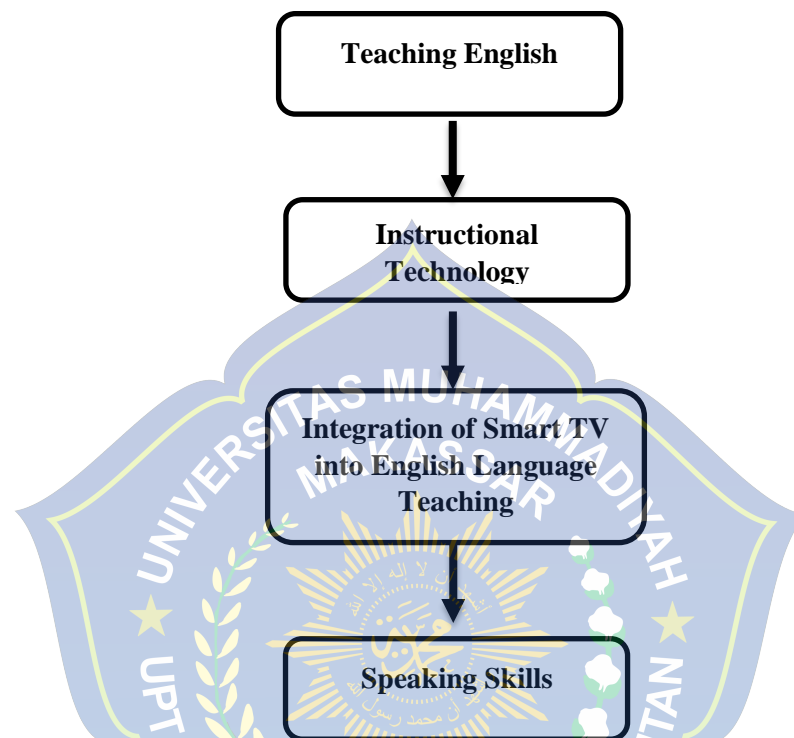
Figure 2.1. Conceptual Framworl

Based on the diagram showed in conceptual framework above, this research analyzed the instructional technology that teacher used in English language teaching. In the first step, the researcher did observation in order to found the teacher that used technology in the classroom integrated with Smart TV. The second step is the researcher did interview with the teachers who used technology and the last but not list is the researcher found the best technology that can be use in teaching in the classroom.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research used qualitative research. Sidiq et al (2019) defined Qualitative research is a strategy of analyze meaning, characteristics, symptoms, understanding, concepts, symbols, and descriptions of a phenomenon, focused and multi-method, natural and holistic, prioritizing quality, using several methods, and presenting it in a narrative manner. In this research, the researcher used descriptive qualitative method. According to Atmomardoyo (2018) descriptive qualitative research is define as a method of research to describe actual phenomena as accurately as feasible. The reason why the researcher chose this method because the aims of this research was to provide the information about the way of teachers integrated instructional technology into English language teaching at SMP Unismuh Makassar.

B. Subject of the Research

The subject of this research was conducted in all the level of class of SMP Unismuh Makassar especially the English teacher that use Smart TV in teaching in the class. The researcher chose three teachers in different classes. The researcher used purposive sampling technique to decided the subjects where the researcher only choose the teachers who use technology in teaching English in the classroom. The characteristic of the subject in this research is

the English teachers and the teachers who are having good experience in using technology in the classroom.

C. Research Instrument

In order to conduct the data, the researcher used two instruments for this research:

1. Observation

   At this stage, to conducted the data, the researcher observed the school to found out the way of English teachers integrated technology into Smart TV in teaching speaking in the classroom which consisted three teachers as a sample.

2. Interview

   In this research, the researcher interviewed three teachers to collected the data. By using interview, the researcher found necessary information from the subject of this research. The purpose of interview was provided several questions to get the information from the teachers. The researcher took and arrange the interview questions from Siti Alfiani Arifin's thesis because related to the research question about integrating technology into Smart TV in teaching speaking. These questions used semi structure to interview the teachers.

D. Procedure of Collecting Data

In this research, there was procedures of data collection that researcher used, namely:

1. Select the participants

At this stage, the researcher selected three English teachers from different classes with category the only English teachers with good experience used technology in teaching in the classroom at SMP Unismuh Makassar.

2. Provided several questions

To collected the information from these subjects, the researcher gave them several questions that they have to answer based on their experience in using technology in the classroom.

3. Recording

At this stage, the researcher cannot remember all the answers from participants, for that the researcher collected the data by used recording. The researcher recorded the teachers' answers while the researcher will ask them.

4. Documentation

At this stage, the researcher took several pictures to showed how the teachers use the instructional technology in the classroom.

E. Data Analysis

The technique of data analysis provided information about how the teachers integrated instructional technology in English language teaching. According to Miles and Hubarman (2014) in qualitative research, there are several activities in analyze the data, in this model there four components to analyze the data, namely data collection, data reduction, data display and

verifying and concluding data. Based on this research, the researcher used data analysis below:

1. Collection

   In collection as the first step, the researcher collected the data by recorded the teachers in answer the questions.

2. Data reduction

   Data reduction means summarized, picking the essentials, focusing on what's important, searched for themes and patterns, and deleted extraneous information. In other words, this data production process was carried out by the researcher continuously investigated to create core records of data derived from data mining outcomes and results.

3. Display data

   After reducing the data, the next step is to present the data. This step is to present a set of organized information that gives the possibly of concluding. This step is taken by the researcher because the data obtained during the qualitative research process, which is narrative, also needs an explanation without reducing its content. In this step, the researcher tries to classify and present the data based on the sub-main problems.

4. Verifying and concluding data

   Conclusion or verification is the last step in data analysis. At this point, the researcher wraped up the information gather previously.

This research activity focused on analyzed differences, relationships, and equations to determined the meaning of the data collected.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter IV presented the results after obtain the data. This chapter divided into two, there are the findings and discussion of the research. In this phase, the findings would describe in narration or descriptive qualitative and the findings presented the data description and answer the question dealing with how the teacher integrate instructional technology into English Language Teaching in terms of Smart TV.

A. Findings

In this section, the research was conducted at SMP Unismuh Makassar with the title "The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar). This findings as process to describe the result of the research based on the data collection tools that obtained before. The finding is the way the teachers integrated technology into Smart TV in teaching speaking at VII, VIII and IX grade of SMP Unismuh Makassar.

1. How do the teachers integrate instructional technology into English Language Teching

The researcher presented the data by describing the results based on the problem statement. The researcher would show the way the teachers integrating instructional technology in term of Smart TV.

1. **The teachers' activities used technology in the classroom**

   The researcher started the first observation with Teacher 1 (T1) on Wednesday July, 23rd, 2025 in the class VII, and the second observation with Teacher 2 (T2) on Satuday July, 26th, 2025 in the class VIII, and the last observation with Teacher 3 (T3) on Monday July, 28th, 2025 in the class IX.

   In the observation section, the researcher used the observation checklist to see the teachers and students learning activities used technology, as follow:

Table 4.1 The teachers' activities used technology based on observation in the classroom.

No	Observation Focus	T1		T2		T3	
		Yes	No	Yes	No	Yes	No
1	Teacher started the lesson using Smart TV	✓	-	✓	-	✓	-
2	Teacher integrated the device/ laptop with Smart TV	✓	-	✓	-	✓	-
3	Teacher used digital presentation to explain the material	✓	-	✓	-	✓	-
4	Teacher played learning video to support students speaking skills	✓	-	✓	-	✓	-
5	Teacher asked the students to practice related to the lesson	✓	-	✓	-	✓	-
6	Teacher uses interactive platform/games	-	✓	-	✓	✓	-
7	Assessment is conducted using technology tools	-	✓	-	✓	-	✓

   For more detail about the teacher activities used technology in the classroom, the researcher would explained clearly as follow:

a. **Teacher 1 (T1) Observation**

   1) Teacher started the lesson using Smart TV

Picture 4.1 Teacher turned on the Smart TV

In the beginning of activity in the classroom, firstly T1 prepared and started the lesson by turned on the Smart TV. The Picture 4.1 above showed that the T1 used TV remote to controlled the Smart TV and after that the teacher started to set up the feature connection other device to let device connected to Smart TV. After Smart TV turned on, the researcher saw T1 integrated the laptop and Smart TV through HDMI cable. The picture showed that the teacher plugged in HDMI cable with USB port in the laptop. And the teacher ready to explained the material.

   2) Teacher used PowerPoint to explained the material

Picture 4.2 The teacher explained Powerpoint slides through Smart TV

Based on the picture 4.2 above showed that the teacher started to open PowePoint file in the laptop and displayed on the Smart TV. After the PowerPoint slides displayed on the Smart TV screen. Then the teacher started to explain the material that is "Introduction" and explained the part of introduction, they are: *Greetings and Introducing Self.* Then, the teacher gave an example on how to greet the people "*Hello/Hi/Good morning/Good Morning/Nice to see you, etc*" and the students pay attention of the teachers explanation on the Smart TV screen, after that the teacher asked one of the student to repeat the greetings. After that, the teacher started to explain introducing self material "*Name, Address, school, subject, family, hobby, etc*". While the teacher explained the material on the slides, the students pay attention on it and after that the teacher asked one of the students to repeat the example of the material.

3) Teacher played YouTube to support students speaking skills

Picture 4.3 The teacher played learning video on the Youtube

After explained the material, the picture 4.3 showed that T1 used YouTube application and started display the learning video on the smart TV screen related the material that teacher explained previous to the students. The video displayed introduction material that showed a person introduce herself and the students pay attention on it. The teacher here as the facilitator and did not explained again because the video has provided the materials.

4) Teacher asked the students to practice related to the lesson

Picture 4.4 Teacher asked the student to do practice

After watched learning video, the picture 4.4 showed that T1 asked the students to practice related to the lesson "*Greetings and Introduction*" and then the teacher started to called them one by one to practiced. After all the students practiced, then the teacher closed the class.

b. Teacher 2 (T2) Observation

1) Teacher started the lesson using Smart TV and connected to the laptop

Picture 4.5 The teacher connected the laptop with Smart TV

In the beginning, picture 4.5 above showed that one of the students helped the teacher to turned on the Smart TV while the teacher turned on the laptop. After turned on Smart TV, it showed that the teacher started to connected the laptop with Smart TV through HDMI cable by plugged in into the port USB in the laptop. And then the teacher started the lesson.

2) Teacher used digital presentation to explain the material

Picture 4.6 The teacher displayed Powerpoint slide through Smart TV

After the laptop and Smart TV integrated, the picture 4.6 above showed that the teacher started to display the slide on the Smart TV screen. The teacher explained "*The Advertisement*" material to the students on the smart TV screen and the students pay attention on it.

The teacher explained how to promote product advertisement started with *"Definition, Purpose, Language Features and Generic Structure"* based on the observation, the teacher gave an example on how to promote food or drink "*Fresh Milk 100% healthy, fresh and delicious, by 1 get 1 free. Available on the supermarket.*" and then teacher asked one of the students to repeat and promote based on the material.

3) Teacher played YouTube to support students speaking skills

Picture 4.7 The teacher played learning video on YouTube

After explained the material, the teacher connected Wi-Fi with the laptop and started to open the YouTube app and displayed learning video on the smart TV screen. After that, showed that the teacher started to played the learning video on YouTube and displayed on the Smart TV. Based on the observation, the video played promotion things and the students pay attention on it. The teacher here only showed the video and did not explain the material again.

4) Teacher asked the students to practice related to the lesson

Picture 4.8 The teacher called the students to practiced

After watched the video, the picture 4.8 above showed that the teacher asked the students to do practiced by promoted a things based on the learning video on the YouTube. After all the students practiced, the teacher closed the class.

c. Teacher 3 (T3) Obs ervation

1) Teacher integrated the Tab with Smart TV

Picture 4.9 The teacher integrated the tab with Smart TV

In the beginning, based on the picture 4.14 above showed that T3 started to turn on the tab and started to integrate it to Smart TV through mirroring which means that T3 does not need HDMI cable to connect

with Smart TV. So, the tab screen automatically displayed on Smart

TV screen and the teacher started the lesson.

2) Teacher used Canva slides to explain the material
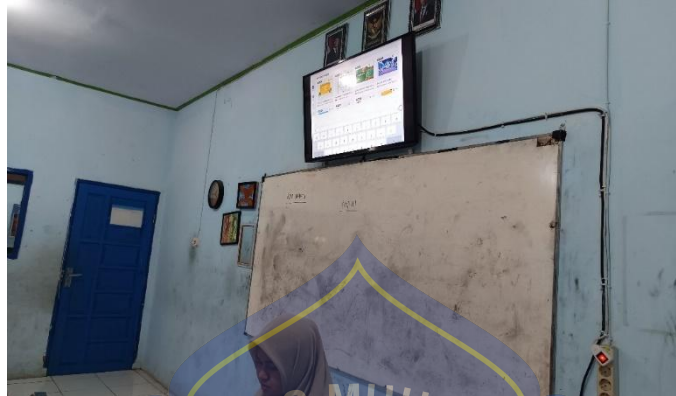
Picture 4.10 The teacher explained the material used Canva

Based on the pi cture 4.15 above, the teacher started to open

Canva app in the tab and displayed on Smart TV screen. Based on

the Picture 4.10 T3 started to presented the slides on Smart TV

screen. And the teacher started to explained the material. the

material that teacher explained to the students was "*Dialogue*", in

this material, the teacher explained "*Definition, Functions and

Expression*". After that the teacher gave example of dialogue and

asked the student to be a partner on this dialogue. Then the teacher

and the students started to speak each other based on the script in

the material. and then the teacher divided the students into several

groups to practice a dialogue.

3) Teacher played YouTube to support students speaking skills

Picture 4.11 The te acher played learning video on YouTube

After the teacher explained the slides material, the picture 4.12 showed that the teacher also started to open YouTube application And then in the picture 4.12 the teacher played learning video to the students. And all the students watched learning video together on the Smart TV screen. The video played two people did a dialogue and the students pay attention on it.

4) Teacher used interactive platfom/games

Picture 4.12 The teacher played Wordwall games

Based on the picture 4.12 above showed that before teacher closed the class, the teacher played a website game named "Wordwall", this

game is an online platform game that teachers could create interactive learning activities. And here the teacher created quiz for the students and the picture 4.12 showed that the teacher called the students one by one to answered the question the teacher started to asked each student to stand on up, picked up the number and answered the questions and explained them in English language. After the Wordwall game ended, the teacher closed the class

2. **How is the advantages of instructional technology in language classroom to teach speaking skills**

The researcher started the interview Teacher 1 (T1) from class VII on June, 25th 2025, the Teacher 2 (T2) from class VIII on June, 25th2025 and the Teacher 3 (T3) from class IX on June, 26th 2025. From the data obtained through the interview, the researcher found the advantages of instructional technology in language classroom to teach speaking skills explain below:

a) Changing the teachers' role

Extract 1:

T1: Medesain materi di RPP itu saya mengambil dari internet atau di google, dibandingkan dengan buku paket.
*Translate: Designed the materials in lesson plan, I took them from the **internet** or **Google** rather than the textbook.*

T2: Untuk speaking materi umum itu biasanya berdialog. Semua saya ambil dari Google.
*Translate: The common material for speaking usually is dialogue. I took them from the **Google.***

T3**:** materi yang saya desain di RPP itu semua mengambil dari Google.
Translate: The material that I designed in the lesson plan, all of them from Google

Based on the extract 1 above, the researcher found that all the teachers that researcher interviewed were used Google or internet to design the materials in the lesson plan. Rather than the textbook, with creative material design with technology is more better to use because it made students more interested with the contents and avoid feeling bored. In addition, technology changed the teachers' role in design materials from textbook to digital materials.

Extract 2:

T1: saya menyampaikan materi menggunakan Smart TV, kita sudah tidak capek menulis di papan tulis karena materi sudah tampil di layar.
Translate: I deliverd the material used __Smart TV__, we no longer tired to write on the whiteboard because the material displayed on the screen.

T2: Memakai Smart TV ini cukup diaktifkan sudah bisa dipakai. Jadi kita bisa menghemat waktu dibandingkan menulis dipapan tulis.
Translate: Used __Smart TV__ is simply activated and ready to use. So we can saved time rather write on the whiteboard.

T3: Smart TV dijadikan sebagai sebagai screen slide untuk menampilkan PowerPoint, dokumen, gambar.
Translate: __Smart TV__ used as slide screen to display Powerpoint, image, document.

Based on the extract 2 above, the researcher found that All the teachers used Smart TV as the main media to delivered materials in the classroom. By displayed material on the screen, Smart TV also replaced the teacher to did not use whiteboard because it took several times to write down the material. Based on the observation previous, T1: used Smart TV easy to use, Smart TV also has several features, they are speaker to played audio and played video learning. T2: compared to LCD, Smart TV is more than

easy to use because there lots of features that able to use. T3: used Smart TV as a modern media presentation that could display PowerPoint slides, document to explained the materials. Compared to other media, Smart TV have a good screen quality that made students more interested to learn through Smart TV. For that, technology changed the teachers' role in delivering material from whiteboard to Smart TV.

Extract 3:

T1: Guru tidak lagi menjelaskan panjang lebar terkait materi karena YouTube sudah menyediakan dalam bentuk video.
*Translate: The teacher does not need to explain the material becase **YouTube** has already provided with video.*

T2: Aplikasi YouTube ini sangat bagus untuk meningkatkan speakingnya siswa.
*Translate: **YouTube** app is really good to improve student speaking skills.*

T3: Aplikasi yang sering saya pakai itu YouTube yang menampilkan video pembelajaran.
*Translate: The application that I often used is **YouTube** which displayed learning video.*

Based on the extract 2 above, the researcher found that YouTube application took important role to improve students speaking skills, beside that it also replaced the teacher to explain the material because YouTube displayed learning video, so the teacher does not need to explain the material again. Furthermore, based on the observation previous, T1: By connected YouTube with Smart TV, it has lots of videos with different channel in YouTube application to support students speaking skills, and used laptop as a media to played YouTube. T2: used YouTube to showed several videos learning and with the Wi-Fi connection to support students'

pronunciation correctly so that it could enhance students speaking ability also mentioned that without the laptop, we could open YouTube inside Smart TV. T3: connected YouTube with Smart TV to improve students speaking skills by practice pronunciation or dialogue by wacth video learning, by typing keyword, YouTube directly show many videos related to the topic. In addition, YouTube has changed the teachers' role to explain the materials in front of students by played learning video.

b) Increasing self-esteem and motivation

Extract 4:

T1: Siswa pun antusias dalam menonton video YouTube yang disajikan.
Translate: The students enthusiastic watching video presented on YouTube.

T2: Salah satu motivasi siswa adalah ketika mereka bersemangat dalam belajar, karena itu saya biasa kasih games untuk mereka.
Translate: One of the students motivation is when they enthusiastic in learning, that is why I usually gave them a game.

T3: Game Wordwall ini yang paling dinanti siswa karna mereka bisa bermain sambil belajar speaking.
*Translate: The **Wowall** game is the most awaited by the students because they could play while learning speaking.*

Based on the extract 4 above, the researcher found that, the best students motivation when they enthusiastic learning. In the observation, when the teacher played video on YouTube, the students showed interest by answering the question. Also when T3 played Wordwall games platform, the students showed enthusiastic in answered the questions. Also Wordwall game could improve students speaking skills bacuse all the questions and answered should be pronounce in English.

c) Improve design skills

Extract 5:

T1: saya biasanya memberikan siswa tugas berupa video dan mengupload video tersebut di aplikasi Instagram
*Translate: I usually asked the students to make video task and uploaded on the **Instagram app.***

T2:Biasa saya kasih tugas drama kelompok untuk tugas video dimana mereka harus mengupload nya ke channel YouTube dan Tiktok.
*Translate: Usually I gave a drama group for video task where they have to upload on their own **Tiktok** and **YouTube** channel.*

T3: Kadang saya kasi mereka tugas video projek berbicara didepan kamera, disitu lah juga menilai kualitas speaking nya siswa.
Translate: sometimes I gave them video project assignments to speak in front of a camera, then I assesst their speaking quality.

Based on the extract 5 above, the researcher found that T1, T2 and T3 usually gave video task to assesst their speaking skills and uploaded on social media. T1 asked the students to upload their video task on the Instagram app, while T2 asked the students to upload their group video on Tiktok and YouTube channel. On the other hand, technology also improve students design skill by let them created video task, edited and uploaded on social media. In addition, gave the students video task could improve their speaking skills by practice in front of the frame.

B. Discussion

In this section, Based the research findings described clearly, the researcher discussed the findings about the way the teacher integrated instructional technology into English language teaching and the advantages of using instructional technology in teaching speaking skills. And before that, the

researcher would present the diagram chart of kinds of technology most frequently used by the teachers in observation and interview section as follow:
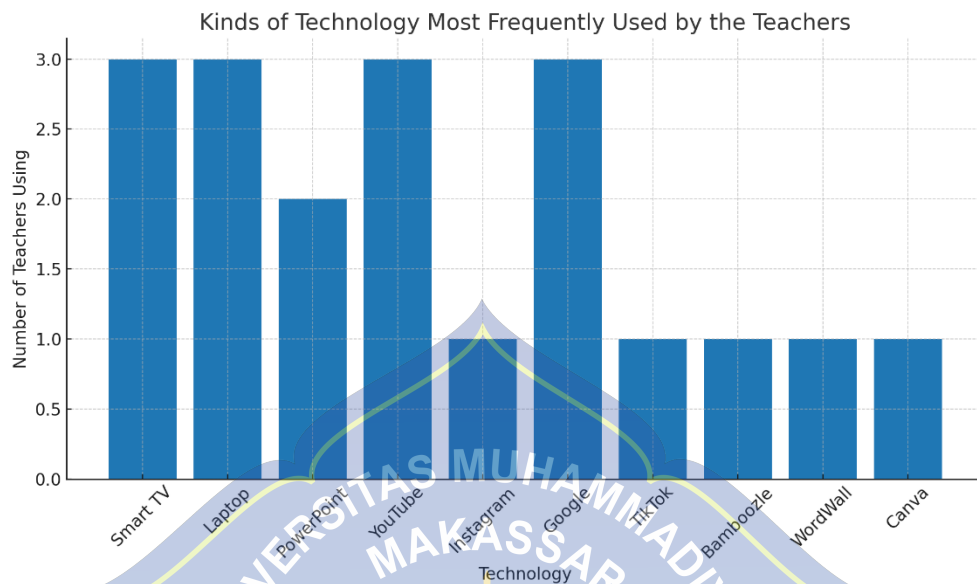
Kinds of Technology Most Frequently Used by the Teachers

1. The way the teachers integrate instructional technology into English Language Teaching

Based on the observation in the classroom, the researcher found that all the teachers managed and implemented technology in the classroom by prepared the media in teaching and learning process. In the observation, before started the lesson, the teachers turned on all the main media such as Smart TV, laptop and slides. And then, the teachers connected between Smart TV and the laptop in order to showed the slides on Smart TV screen. After that, the teacher started to present the materials and delivered to the students.

According to the teachers, Smart TV here as a center of media learning where all the instructional technology integrated to this media and the students were interested in learning English and more attentive to

receive the materials that teachers delivered. It is related to Sullivan et al (2018) stated that learning is more engaging and attentive when teachers use technology as opposed to merely employing voice and books for instruction. Based on theoretical studies and the research findings, it can be concluded that all the teachers integrated instructional technology such as Smart TV, laptop and PowerPoint to presented the subject matter, compared to theoretical studies which is used LCD projector to display materials, the researcher found that Smart TV more than effective to use than LCD projector because Smart TV has a good screen quality than LCD and it does not heavy to bring anywhere because it is permanently mounted on the wall and also it does not wasted time to operate it.

The other application also used by the all teachers in the observation, they used YouTube to showed a variety of interesting videos related to materials. In the class, the teachers integrated Smart TV to open the YouTube application from the laptop. According to the teachers, using YouTube also made students interested to improve their speaking skills. It is related to Arifin (2020) YouTube video has various aspects that can be used in English language teaching to improve students' vocabulary, accents, pronunciations and so on. Furthermore, played video on YouTube could avoid students to get bored during teaching and learning process. Based on theoretical studies and the research findings has similarity where YouTube application used to improve students speaking skills by played

relevant content and then the teachers asked the students to pronounce the material in the video.

Integrated instructional technology in teaching and learning processs according to Sullivan et al (2018) instructional technology as the study and ethical practice of designing, implementing and managing appropriate technological process to assist learning and improve performance. In this case, there is a different in the research findings with the theoretical studies, in the observation in the classroom that researcher obtained, the teachers only managed and implemented the instructional technology, they did not design instructional technology in the classroom.

Also the classroom settings in integrated instructional technology in the classroom. According to Sullivan et al (2018) instructional technology which often used in classroom settings. In other words, the tools available for use in their teaching practices, learners must continue to participate to use instructional technology. Based on the research findings and theoretical studies have differences, the classroom settings in SMP Unismuh Makassar when the teachers used and did not use technology in the classroom does not have differences such as the chairs arrangement and also the students did not participate to use technology in the classroom, they only pay attention and did what the teachers orders.

2. **The advantages of using instructional technology in teaching speaking skills**

Integration of instructional technology in teaching speaking skills has advantages, based on the observation and interview in the findings section previous, the researcher has found the advantages of using instructional technology in teaching speaking skills, they are:

Firstly, instructional technology changed the teachers' role. It is related to the research findings that instructional technology advatage in changing the teachers' role, they are:

a) Instructional technology supported and provided lots of material resources that could make the teachers more creative in designing teaching lessons rather than the textbook.

b) Instructional technology replaced the used of whiteboard. In the research findings, the teachers has no longer write down the lesson on the whiteboard but all the materials has displayed on the Smart TV screen using slides.

c) Instructional technology replaced the teacher to explain the materials. In the research findings, the teachers used YouTube to support students speaking skills by played learning video related to the lesson. While played the video, the teachers no longer explain to the students because all the materials has covered by YouTube video.

Based on the data from research findings above, it is related with theoretical studies, according to Mohammed (2020) the teacher's role shifts from knowledge presenter to a facilitator, setting goals of the project, providing guidelines and resources, and asking about the reasons for various design choices. Based on the theoretical studies and the research findings, the instructional technology really effective in changing the teachers' role and easy to used.

Secondly, the instructional technology increased the students' motivation. According to Mohammed (2020) learners' sense of self-worth in enhanced by increasing their sense of competence and knowledge. Based on the research findings, instructional technology increased the students' motivation in learning and their speaking skills. It showed in the classroom when the teachers played the video and the platform game, the students were enthusiastic to play and answered the questions. So the theoretical studies and the research findings has the same that instructional technology effective to stimulated the students motivation in learning.

Thirdly, the instructional technology improved students' design skills. According to Mohammed (2020) using media gives learners more options to improve their design skills on how to transmit a given topic in a better way and develop it through instructional technology. Based on the research findings, the teachers gave the students a video task in order to improve their speaking skills. And the students submitted their task on social media. So it is related between theoretical studies and research

findings where by gave the students video task, it could improve their speaking and also design skills.

CHAPTER V

CONCLUSION AND SUGGESTION

At the end of part of the thesis, the researcher presented the conclusion and suggestion obtained based on the results of the thesis, as follows:

A. Conclusion

Based on the findings and discussion of previous chapter, the researcher would conclude as follow:

1. The way the teachers integrated instructional technology into English language teaching at SMP Unismuh Makassar were all the teachers integrated the Smart TV with laptop and PowerPoint to display the materials in front of students and started to deliver materials. To make teaching and learning process more interesting, T1, T2 and T3 played video learning from YouTube by integrated and displayed in Smart TV screen. All the students were interested to watch the video and the teachaer asked them to be practiced. Furthermore, T3 used Wordwall platform to create an assignment to the students and integrated with laptop and Smart TV to present the questions and the teachers asked the students to answer the questions in the Wordwall platform game.

2. There are several advantages of using instructional technology, that are:

   a) Changing the teachers' role: The integration of instructional technology has transformed the teachers' role from primary knowledge presenters to facilitators of learning. Teachers now frequently design materials using digital resources (internet/Google) rather than solely

relying on textbooks, and they leverage learning videos to explain concepts. The use of Smart TV and digital materials saves teachers time previously spent writing on whiteboards, allowing them to focus more on student interaction and guidance.

b) Increased students' motivation: The integration of technology, particularly YouTube videos and interactive games like Wordwall, significantly increased students' enthusiasm, self-confidence, and motivation to participate in speaking activities. Students were more attentive, eager to answer questions, and actively practiced their speaking skills.

c) Improved design skills: Teachers often assigned projects such as video-based speaking tasks, which students uploaded on platforms like Instagram, TikTok, or YouTube. This practice not only improved students' speaking proficiency but also enhanced their creativity, digital literacy, and ability to present ideas through multimedia.

In addition, this research indicates that the integration of instructional technology, particularly Smart TV and its supporting applications, has been successfully implemented by teachers at SMP Unismuh Makassar and has positively impacted the English Language Teaching process and the development of students' speaking skills.

B. Suggestion

Based on the result of the research and the conclusion above, the researcher, there are some suggestions that researcher can be submitted at the end of the research, as follow:

1. For teachers

   a) Teachers should continue to integrate Smart TV and other digital platforms into their English lessons. While YouTube and digital presentations are effective, it is recommended to continuously explore and integrate more interactive applications or platforms that support speaking skills development, such as pronunciation apps, virtual role play platforms, or online collaboration tools.

   b) Encourage active student participation in technology use: beyond teachers operating the technology, provide more opportunities for students to directly interact with the technology (e.g., searching for videos, creating simple presentations, or operating games) under teacher guidance, to enhance their technical skills and independent learning.

2. For students

   a) Take full advantage of the instructional technology provided in the classroom, such as Smart TV, YouTube videos, and interactive games, as these tools are designed to make learning more engaging and effective.

b) Practice regularly: consistently practice speaking English, whether by repeating phrases from videos, or even recording to review pronunciation and fluency and more practice to develepe design skills.

3. For further researchers

a) Comparative studies: conduct comparative studies between schools that intensively use instructional technology and those that use it less, to observe significant differences in student learning outcomes.

b) Student perceptions: investigate students' perceptions and experiences in greater depth regarding the use of instructional technology in English language learning, through large-scale surveys or focus group discussions.

c) Challenges and solutions: identify in more detail the challenges faced by teachers and students in integrating instructional technology and formulate innovative solutions to overcome them.

4. For Smart TV's developer

a) Develop education-specific features: consider integrating features specifically designed for educational settings, such as enhanced screen sharing capabilities with multiple devices, built-in annotation tools, or dedicated educational app stores.

b) Integrate AI-powered learning tools: explore the integration of AI features, such as real-time pronunciation feedback, interactive language learning modules, or adaptive content delivery, directly into the Smart TV's operating system.

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A P P E N D I C E S

APPENDIX A – CLASSROOM OBSERVATION SHEET

Title   :

Observer   :

Date   :

Teacher   :

Class   :

a. Observation Checklist (✓)

No	Observation Focus	T1	
		Yes	No
1	Teacher started the lesson using Smart TV		
2	Teacher integrated the device/ laptop with Smart TV		
3	Teacher used digital presentation to explain the material		
4	Teacher played learning video to support students speaking skills		
5	Teacher asked the students to practice related to the lesson		
6	Teacher uses interactive platform/games		
7	Assessment is conducted using technology tools		

b. Kinds of technology use by the teacher in the classroom

c. Field Notes Observation

APPENDIX B – INTEVIEW QUESTIONS

1. How do you design the lesson using technology to develop students' speaking skills?

2. What kinds of materials or digital resources that you adapt to support speaking class?

3. How do you identify specific technology related to the students speaking activity?

4. What platform or media that you use to develop speaking materials?

5. How do you manage technology in the class?

6. What media that you usually use to support students speaking activity in the class?

7. How do you assess/evaluate students speaking skills use technology?

8. How do technology helps to design, developing, managing, using and evaluating in teaching in the classroom?
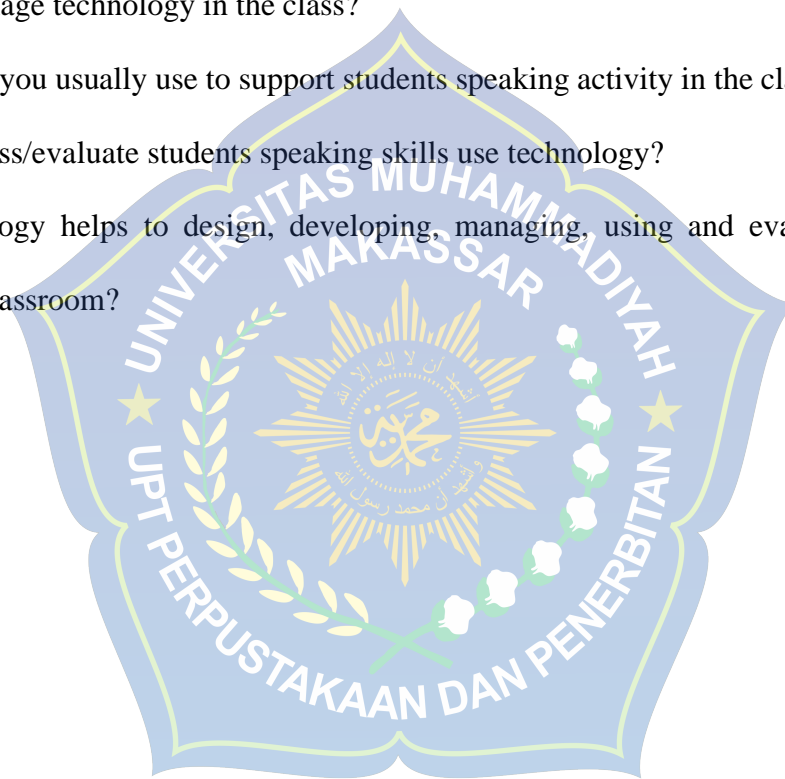
APPENDIX A – CLASSROOM OBSERVATION SHEET

Title : The Integration of Instructional Technology into English language Teaching at SMP Unismuh Makassar

Observer : Nurhidayat

Date : Wednesday, July . 23rd 2025

Teacher : Hudaedah, S-pd.Gr.M.pd

Class : VII

a. Observation Checklist (✓)

No	Observation Focus	T1	
		Yes	No
1	Teacher started the lesson using Smart TV	✓	
2	Teacher integrated the device/ laptop with Smart TV	✓	
3	Teacher used digital presentation to explain the material	✓	
4	Teacher played learning video to support students speaking skills	✓	
5	Teacher asked the students to practice related to the lesson	✓	
6	Teacher uses interactive platform/games		✓
7	Assessment is conducted using technology tools		✓

b. Kinds of technology use by the teacher in the classroom

1. Smart TV
2. Laptop
3. Powerpoint
4. YouTube

c. Field Notes Observation

First of all, before teachers starts the lesson, she turned on the Smart TV and then she used remote control to operate and open the connection to the other device. After that the teacher opened the laptop and started to connect with Smart TV. She connected Smart TV and the laptop via HDMI Cable.

After that the teacher started the lesson by open Microsoft Powerpoint and started to explain the material. After the material have delivered, the teacher started to open YouTube application to play learning video for the students. And the students watch the learning video together.

After the video end, the teacher started to asked the students related to material and she called the students one by one to introduce themselves in front of the class. After that the teacher close the class.

APPENDIX A – CLASSROOM OBSERVATION SHEET

Title : The Integration of Instructional Technology into English language Teaching (ELT) at SMP Unismuh Makassar

Observer : Muchdayat

Date : Saturday, July, 26th 2025

Teacher : Muflihaturahmah Mutakhir, S.P.d.Gr. M.pd

Class : VIII

a. Observation Checklist (✓)

No	Observation Focus	T1	
		Yes	No
1	Teacher started the lesson using Smart TV	✓	
2	Teacher integrated the device/ laptop with Smart TV	✓	
3	Teacher used digital presentation to explain the material	✓	
4	Teacher played learning video to support students speaking skills	✓	
5	Teacher asked the students to practice related to the lesson	✓	
6	Teacher uses interactive platform/games		✓
7	Assessment is conducted using technology tools		✓

b. Kinds of technology use by the teacher in the classroom

1. Smart TV
2. Laptop
3. Powerpoints
4. YouTube

c. Field Notes Observation

First of all, the ~~teacher~~ before start the lesson, the teacher turned on the Smart TV, the student helped the teacher to turned on the Smart TV. After that the teacher started to open the laptop and then the teacher connect Smart TV and laptop via HDMI cable.

After smart TV and ~~Smart~~ laptop connected, the teacher started open Microsoft Powerpoint and open the Advertisement material. and the teacher started to explain in front of the students.

After the teacher explained the material, the teacher started to open YouTube application via laptop by connected wi-fi connection. After that learning video played by the teacher and it displayed on Smart TV Screen. And then the student watched the learning video together. After that, the teacher asked the students to answered the question on the video.

After all the learning section end, the teacher close the class.

APPENDIX A – CLASSROOM OBSERVATION SHEET

Title : The Integration of Instructional Technology into English language Teaching (ELT)
at SMP Unismuh Makassar

Observer : Nurhidayat

Date : Monday, July 28th 2025

Teacher : Aftah Ainun Salsabila, S.Pd.Gr. M.pd

Class : IX

a. Observation Checklist (✓)

No	Observation Focus	T1 Yes	T1 No
1	Teacher started the lesson using Smart TV	✓	
2	Teacher integrated the device/ laptop with Smart TV	✓	
3	Teacher used digital presentation to explain the material	✓	
4	Teacher played learning video to support students speaking skills	✓	
5	Teacher asked the students to practice related to the lesson	✓	
6	Teacher uses interactive platform/games	✓	
7	Assessment is conducted using technology tools		✓

b. Kinds of technology use by the teacher in the classroom

1. Smart TV
2. Tab
3. Canva
4. YouTube
5. Wordwall

c. **Field Notes Observation**

In the beginning, the teacher started the lesson using Smart TV. The teacher turned on it and connected with Tab via Mirror Device, so the teacher does not need the HDMI cable, she just connected via Wi-fi and the Tab screen started displayed on Smart TV.

After that, the teacher started to open Canva slides and it started to display on Smart TV screen, after that the teacher started to explain the slide. After the teacher explained the slide, the teacher started to open YouTube to play learning video. After that the students watch the video together.

After a while, the teacher started to open Wordwall platform online games, the teacher asked the student to picked up the number and then the question appeared in the Smart TV screen. After that the student should read the question and answer the question. After All the students answered the question, the teacher close the class.

APPENDIX B

Interview Protocol:

Title of Research :	The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar
Purpose of Interview :	The purpose of this interview is to gather in-depth information about how English language teachers design, develop, use, manage, and evaluate instructional technology in teaching speaking skills.

1. First Respondent:

Name   : Hudaedah, S.Pd.Gr., M.Pd
Responden   : Teacher
Class   : VII
Location   : SMP Unismuh Makassar
Date   : June, 16th, 2025
Time   : 10 minutes
Mode   : Face to Face

Peneliti : (00:00-00:30)	Assalamualaikum Wr Wb Miss. Perkenalkan nama saya Nurhidayat ingin meneliti terkait bagaimana Miss mengintegrasikan teknologi dalam mendesain, mengembangkan, menggunakan, memanage dan mengevaluasi speaking siswa di kelas Miss. dan pertanyaan pertama yaitu bagaimana Miss mendesain materi pembelajaran menggunakan teknologi untuk mengembangkan keterampilan speakingnya siswa
Responden : (00:33-01:20)	Waalaikumsalam Wr Wb, Pertama-tama saya mengajar di kelas VII dan untuk materi speaking sendiri hanya sebatas dasar-dasarnya saja. Untuk desain materi pembelajaran untuk siswa sendiri, yang pertama kita sudah di era tekonologi siswa tentunya lebih senang dengan yang berbau teknologi, mereka lebih senang ketika guru menjelaskan menggunakan teknologi dibandingkan hanya sebatas papan tulis biasa. Jadi medesain materi di RPP itu saya

		mengambil dari internet atau di google, dibandingkan dengan buku paket.
Peneliti (01:22-01:32)	:	Baik Miss pertanyaan selanjutnya, Jenis materi atau sumber digital apa yang Miss buat atau adaptasikan untuk mendukung speaking class?
Responden (01:35-02:00)	:	Jenis materi yaa, karena siswa dikelas VII itu masih sangat dasar pengetahunnya tentang Bahasa Inggris, jadi materi speaking yang biasa saya ajarkan itu hanya sebatas perkenalan saja atau pronunciation. Dan materinya itu biasa saya ambil dari internet atau Google, biasanya saya juga mengambil materi dari YouTube.
Peneliti (02:03-02:10)	:	Jadi bagaimana bentuk materi yang biasa Miss rancang untuk diajarkan kepada siswa?
Respondend (02:15-02:28)	:	Jadi bentuk materi yang biasa saya rancang itu bisa berbentuk teks atau gambar dan misalnya siswa itu bosan biasanya saya rancang video pembelajaran untuk mereka.
Peneliti (02:30-02:40)	:	Bagaimana cara Miss mengidentifikasi teknologi-teknologi spesifik yang sesuai dengan aktivitas speaking nya siswa?
Respondend (02:44-02:56)	:	Pertama-tama kita harus melihat dari segi kebutuhan siswa terlebih dahulu, terutama speaking itu memang teknologi yang digunakan harus mendukung peningkatan siswa di kelas.
Peneliti (02:57-03:00)	:	Contohnya seperti bagaimana Miss?
Respondend (03:01-03:33)	:	Kalau saya sih lebih melihat pada apa yang siswa senangi, misalnya mereka suka melihat gambar, maka saya masukkan gambar, atau misalnya mereka lebih senang melihat video atau games-games maka itu yang saya berikan kepada siswa tersebut. Pokoknya mereka harus senang dulu tentang apa yang mereka pelajari baru kita arahkan kesana. Speaking nya akan lancar ketika anak-anak tau apa yang mau dibahas.
Peneliti	:	Jadi media atau platform apa yang Miss gunakan untuk mengembangkan

(03:35-03:44)	materi speaking?
Responden : (03:47-04:10)	Salah satu teknologi yang biasa saya gunakan untuk mendesain materi adalah dengan menggunakan Microsoft PowerPoint (PPt), jadi di PPt ini materi dibuat sebaik mungkin, semenarik mungkin karena PPt sendiri memiliki banyak fitur menampilkan teks, gambar, audio bahkan dapat memasukkan video didalamnya.
Peneliti : (04:11-04:21)	Baik Miss, kita lanjutkan. Bagaimana Miss mengelola teknologi didalam kelas?
Respondend : (04:23-04:38)	Kalau mengelola teknologi dikelas itu yang paling utama adalah penggunaan Smart TV yang menjadi sarana utama dalam menyampaikan pembelajaran berbasis teknologi didalam kelas.
Peneliti : (04:39-04:54)	Bisa Miss jelaskan bagaimana konsep mengajar Miss menggunakan Smart TV ini dan apa keunggulan Smart TV ini sehingga Miss menjadikannya sarana utama dalam menyampaikan pembelajaran speaking kepada siswa?
Respondend : (04:55-05-53)	Jadi saya menyampaikan materi pembelajaran kepada siswa ini menggunakan Smart TV sebagai pengganti LCD/Proyektor, selain itu juga kita sudah tidak capek menulis materi di papan tulis karena materi sudah tampil di atas. Jadi Smart TV ini sudah terpasang disetiap kelas jadi kapan pun guru ingin mengajar menggunakan teknologi sisa memakai Smart TV. Terkait kenggulan dari Smart TV ini menurut saya biasanya dulu kita mengajar menggunakan LCD/Proyektor harus dibawa dari ruang guru ke kelas, dengan menggunakan Smart TV yang sudah terpasang di setiap kelas kita sisa mengaktifkan saja dan memakai nya. Untuk fitur-fitur yang dimiliki Smart TV ini juga beragam, misalnya kita ingin menampilkan video pembelajaran kita sisa tayangkan atau misalnya menampilkan materi-materi yang memiliki audio kita bisa tampilkan karena Smart TV ini sudah memiliki speaker didalamnya sehingga sangat komplit diapakai untuk mengajar di kelas.
Peneliti :	Baik Miss, pertanyaan selanjutnya bisa disebutkan Miss media apa yang

(05:55-06:04)	sering Miss gunakan untuk mengajar/mendukung aktivitias speaking siswa di kelas?
Respondent : (06:05-06:30)	Kalau dikelas itu media yang saya sering gunakan yaa itu tadi Smart TV kemudian media pendukung lainnya itu saya pakai laptop untuk menampilkan materi yang akan saya ajarkan. Kadang-kadang kalau misalnya ada yang saya suruh cari di Google Translate misalnya cara pengucapan suatu benda maka saya arahkan siswa membuka Handphone nya untuk mencari pronunciation tersebut.
Peneliti : (06:31-06:36)	Kalau Aplikasi yang sering Miss gunakana apa-apa saja?
Respondent : (06:39-07:00)	Kalau aplikasi itu yaa saya paling sering menggunakan aplikasi YouTube karena di YouTube sendiri itu banyak menyediakan layanan video pembelajaran bagi siswa. Jadi didalam YouTube itu ada memang channel-channel khusus untuk kelas VII untuk meningkatkan speaking siswa melalui video. Jadi kita sebagai guru tidak lagi menjelaskan panjang lebar terkait materi karena YouTube sudah menyediakan dalam bentuk video, siswa juga kadang bosan kalau guru terus menjelaskan.
Peneliti : (07:00-07:06)	Jadi bagaimana cara Miss mengoperasikan aplikasi YouTube kepada siswa?
Respondenet : (07:07-07:30)	Jadi ada dua cara untuk menampikan YouTube sendiri. Yang pertama itu bisa melalui dua media yaitu Laptop yang diintegrasikan ke SmartTV melalui kabel, dan yang kedua lebih flexible karena SmartTV ini sudah tertanam aplikasi YouTube maka cukup menyambungkan Wi-Fi ke SmartTV itu dan sudah bisa memutar video di aplikasi YouTube. Siswa pun antusias dalam menonton video YouTube yang disajikan.
Peneliti : (07:31-07:35)	Baik, apakah masih ada platform lain yang Miss gunakan?
Respondent : (07:35-07:43)	Saya rasa tidak ada, saya hanya menggunakan YouTube dan Google saja.

Peneliti (07:45-07:55)	:	Baik Miss, kita ke pertanyaan selanjutnya. Bagaimana Miss menilai kemajuan speaking nya siswa menggunakan tekonlogi?
Respondent (07:57-08:18)	:	Nah untuk menilai kemajuan siswa itu saya biasanya memberikan siswa tugas berupa video. Jadi siswa dirumah merekam dirinya berbicara didepan Handphone nya kemudian saya suruh mereka mengupload video tersebut di aplikasi Instagram lalu saya nilai cara mereka berbicara Bahasa Inggris.
Peneliti (08:18-08:21)	:	Selain itu apakah masih ada aplikasi lain Miss?
Respondent (08:22-08:35)	:	Selain Istagram saya juga memakai aplikasi WhatsApp dimana saya menyuruh mereka mengunggah tugas disana ataupun saya memanfaatkan fitur voice note untuk menyuruh siswa mengucapkan sebuah kata atau kalimat.
Peneliti (08:37-08:48)	:	Baik Miss pertanyaan terakhir, bagaimana teknologi ini membantu Miss dalam mengajarkan Bahasa Inggris mulai dari mendesain, mengembangkan materi, sampai menilai speaking nya siswa.
Respondent (08:50-09:30)	:	Jujur menggunakan teknologi sangat memudahkan saya dalam berbagai hal, mulai mendesain materi saya yang saya ambil dari internet, dan saya aplikasikan ke dalam kelas itu sangat membantu saya. Banyak sekali dampak positif menggunakan teknologi khususnya meningkatkan speaking nya siswa karena banyak aplikasi yang bisa kita gunakan untuk dijadikan bahan pembelajaran. Dan terakhir menggunakan teknologi didalam kelas itu juga membuat siswa lebih senang karena mereka banyak menemukan sesuatu hal baru dan menarik dari teknologi yang kita gunakan.
Peneliti (09:30-09:45)	:	Baik Miss terimakasih banyak atas waktu yang Miss sempatkan untuk saya sehingga saya bisa menggali informasi tentang teknologi yang Miss gunakan untuk mengajar speaking didalam kelas.

2. Second Respondent:

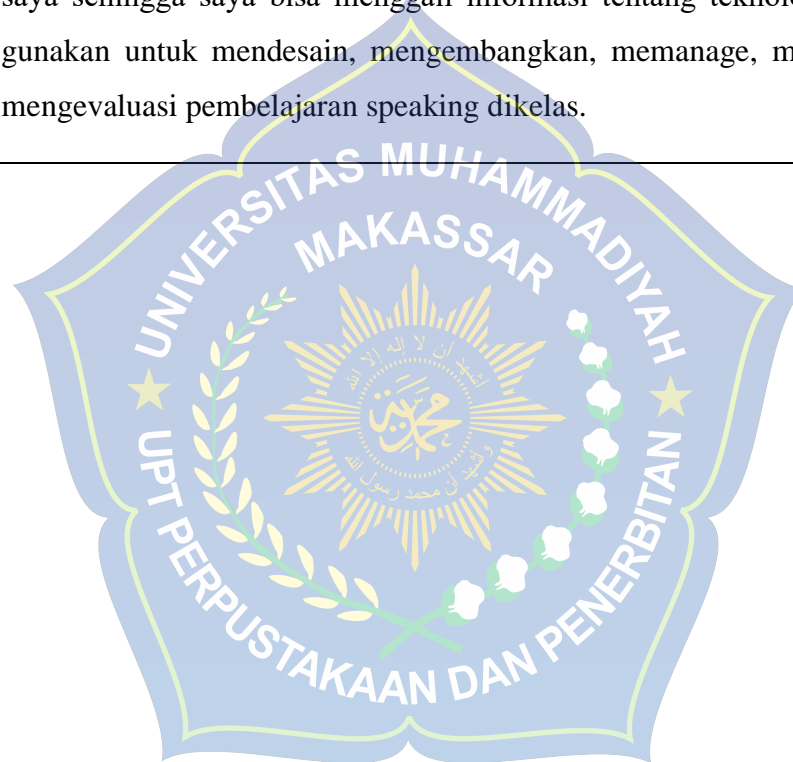|	
Name	: Muftihaturrahmah Mutahhir, S.Pd.Gr, M.Pd.
Responden	: Teacher
Class	: VIII
Location	: SMP Unismuh Makassar
Date	: June, 16th, 2025
Time	: 10 minutes
Mode	: Face to Face

Peneliti : (00:01-00:30)	Assalamualaikum Wr Wb Ma'am. Perkenalkan nama saya Nurhidayat ingin meneliti terkait bagaimana Ma'am mengintegrasikan teknologi dalam mendesain, mengembangkan, menggunakan, memanage dan mengevaluasi speaking siswa di kelas Ma'am. dan pertanyaan pertama yaitu bagaimana Ma'am mendesain materi pembelajaran menggunakan teknologi untuk mengembangkan keterampilan speakingnya siswa
Respondent : (00:35-01:27)	Waalaikumsalam Wr. Wb. Oke. Jadi saya mendesain materi pembelajaran itu berdasarkan kurikulum yang telah ditetapkan. Karena saya mengajar dikelas VIII yaa jadi untuk bahan ajar yang akan diberikan kepada siswa itu sudah tertuangkan dalam RPP yang sesuai dengan kurikulum dan materi nya itu mostly saya ambil dari Google. Jadi di Google ini banyak hal yang bisa akses, kita bisa mencari gambar, teks, maupun video yang related dengan apa yang akan kita ajarkan kepada siswa. Jadi untuk speaking dikelas saya kelas VIII itu materi yang paling umum itu biasanya berdialog. Jadi materi-materi yang related dengan itu semua saya ambil dari Google.
Peneliti : (01:30-01:40)	pertanyaan selanjutnya, Jenis materi atau sumber digital apa yang Ma'am buat atau adaptasikan untuk mendukung speaking class?
Respondent : (01:42-02:01)	Kalau dikurikulum merdeka untuk kelas VIII itu materinya memang kebanyakan teks namun untuk siswa kita tetap fasilitasi untuk kembangkan speaking nya, dalam materi speaking itu selalu ada percakapan/dialog, dan

		materi percapakan itu bisa tersedia di buku paketnya akan tetapi siswa lebih suka desain materi dari Google yang lebih menarik.
Peneliti (02:03-03:10)	:	Selain dari Google atau internet, apa ada sumber digital lain Ma'am yang kita gunakan?
Respondent (03:12-03:25)	:	Kalau sumber lain itu biasa saya ambil dari YouTube materinya. Jadi ada tayangan materi video bersumber dari YouTube supaya siswa tidak bosan dengan materi yang itu-itu saja. Kita juga tidak terlalu capek menjelaskan karena sudah tersaji materi di Youtube.
Peneliti (03:27-03:37)	:	Baik Ma'am pertanyaan selanjutnya bagaimana cara Ma'am mengidentifikasi teknologi-teknologi spesifik yang sesuai dengan aktivitas speaking nya siswa?
Respondent (03:40-03:59)	:	Disini kita menggunakan teknologi sesuai dengan kebutuhannya siswa, misalnya mereka butuh materi video maka kita sajikan video, kalau misalnya mereka butuhnya materi untuk menampilkan teks untuk dibaca maka kita berikan tampilan slide, seperti itu. Jadi semua itu sesuai dengan kebutuhan
Peneliti (04:01-04:08)	:	Baik pertanyaan berikutnya media atau platform apa yang Ma'am gunakan untuk mengembangkan materi speaking?
Respondent (04:10-04:25)	:	Media yaa… yang paling umum saya gunakan untuk mengembangkan materi nya itu yaa dengan PowerPoint, jadi saya edit-edit didalam misalnya teks dialog untuk speaking saya masukkan dan juga saya masukkan audio didalamnya.
Peneliti (04:27-04:32)	:	Baik Ma'am. Berikutnya bagaimana Ma'am mengelola teknologi didalam kelas?
Respondent (04:35-04:45)	:	Didalam kelas itu saya paling suka menggunakan Smart TV sebagai media utama dalam mengajar.
Peneliti (04:47-05:00)	:	Boleh dijelaskan lebih dalam Ma'am mengapa Ma'am sangat suka memakai media Smart TV untuk dipakai dalam mengajar dikelas? Dan juga bisa Ma'am

		jelaskan apa saja keunggulan dari Smart TV itu sendiri?
Respondent : (05:01-05:40)		Jadi dikelas VIII itu semua kelas sudah difasilitasi Smart TV oleh sekolah dan saya sangat menyukai Smart TV karena banyak yang kita bisa akses didalam nya. Sebelum ada Smart TV itu saya selalu memakai LCD ketika ingin mengajar dan setiap mau mengajar itu untuk mensetting LCD itu membutuhkan waktu lebih sedangkan memakai Smart TV ini cukup aktfikan sudah bisa langsung dipakai. Jadi kitab isa menghemat waktu dibandingkan dengan menulis dipapan tulis. Keunggulan lainnya yaitu Smart TV ini memiliki banyak aplikasi dan salah satu aplikasi yang paling sering saya gunakan itu adalah YouTube. Jadi kita sisa konekkan Wi-Fi dan sudah bisa kita pakai. Jadi Smart TV ini menurut saya adalah solusi yang bagus bagi guru diluar sana bagaimana mengelola teknologi didalam kelas.
Peneliti : (05:42-05:50)		Baik Ma'am, pertanyaan selanjutnya bisa disebutkan Ma'am media apa yang sering Ma'am gunakan untuk mengajar/mendukung aktivitias speaking siswa di kelas?
Respondent : (05:52-06:22)		Selain Smart TV ini yang biasa saya gunakan itu ialah Laptop, jdi laptop ini berperan penting sebagai sumber media sedangkan Smart TV disini sebagai penyampai media. Maksud nya disini materi-materi yang akan diajarkan itu semua bersumber dilaptop contohnya slide PPt atau pun materi lainnya kemudian saya konnekan pakai kabel HDMI untuk tersambung kedalam Smart TV. Jadi fungsi Smart TV setelah dikonekkan kepada laptop itu sebagai tampilan screen layar untuk siswa bisa melihat materi apa yang diajarkan.
Peneliti : (06:24-06:30)		Selain itu, ada tidak Ma'am platform yang Ma'am pakai di kelas?
Respondent : (06:33-07:06)		Kalau misalnya siswa lagi bosan belajar, saya biasa kasih mereka games yang bersumber dari platform yang namanya Baamboozel. Jadi Baamboozel ini adalah platform web game interaktif yang didalamnya ada kuis yang menarik, jadi siswa tidak hanya bermain akan tetapi belajar. Jadi Baamboozel ini bisa diakses melalui laptop saya langsung dan juga bisa diakses melalui

		Handphone dari siswa. Jadi semua bisa terhubung dalam satu website dan hasil atau nilai skor siswa bisa langsung ditampilkan di atas Smart TV. Jadi Salah satu motivasi belajar siswa adalah ketika mereka bersemangat dalam belajar, karena itu saya biasa kasih games untuk mereka.
Peneliti (07:07-07:10)	:	Kalau aplikasi Ma'am?
Respondent (07:11-07:40)	:	Yaa seperti saya katakan tadi aplikasi YouTube ini sangat bagus digunakan apalagi untuk meningkatkan speaking nya siswa, karena di YouTube ini bisa kita memperlihatkan cara pengucapan suatu kata atau kalimat yang benar ataupun bisa kita tampilkan pembelajaran speaking yang menarik bagi siswa untuk ditonton melalui channel-channel pilihan. Apalagi Smart TV sudah dilengkapi aplikasi YouTube maka kita tidak bergantung lagi dengan laptop untuk sambungan YouTube nya, tinggal konekkan hotspot sudah bisa kita buka.
Peneliti (07:43-07:52)	:	Baik Ma'am kita melangkah ke pertanyaan selanjutnya, Bagaimana Ma'am menilai kemajuan speaking nya siswa menggunakan tekonlogi?
Respondent (07:53-08:24)	:	Untuk penilaian itu biasa saya kasi tugas drama/acting dengan tema yang berbeda-beda kemudian saya bagi kelompok masing-masing. Setelah mereka rekam untuk membuat tugas video dimana hasil dari video drama ini mereka harus mengupload nya ke channel YouTube mereka masing-masing dan juga menguploadnya ke aplikasi TikTok. Daripada mereka mengupload hal hal negative di TikTok lebih baik mereka mengupload tugas mereka di TikTok. Setelah itu mereka mengirimkan link video ke grup WhatsApp. Jadi saya fokus menilai fluently nya, pronunciation nya bagus tidak.
Peneliti (08:26-08:36)	:	Baik Ma'am pertanyaan terakhir, bagaimana teknologi ini membantu Miss dalam mengajarkan Bahasa Inggris mulai dari mendesain, mengembangkan materi, sampai menilai speaking nya siswa.
Respondent	:	Menggunakan teknologi dalam proses belajar mengajar ini sangat membantu

(08:39-09:03)	saya karena banyaknya fitur yang bisa di akses. Terutama dalam hal speakingnya siswa, contohnya aplikasi YouTube bisa membantu siswa memahami intonasi, tekanan kata maupun ritme dalam berbicara. Dan yang paling utama itu terdapat pada media Smart TV yang menjadi media utama dalam mengajar dikelas. Jadi teknologi sangat memudahkan bagi guru untuk mengajar dikelas.
Peneliti : (09:05-09:20)	Baik Ma'am terimakasih banyak atas waktu yang Ma'am sempatkan untuk saya sehingga saya bisa menggali informasi tentang teknologi yang Ma'am gunakan untuk mendesain, mengembangkan, memanage, menggunakan dan mengevaluasi pembelajaran speaking dikelas.

3. Third Respondent:

    Name   : Arfiah Ainun Salsabila, S.Pd.Gr, M.Pd.

    Responden : Teacher

    Class   : IX

    Location   : SMP Unismuh Makassar

    Date   : June, 21st, 2025

    Time   : 10 minutes

    Mode   : Face to Face

Peneliti : (00:00-00:28)	Assalamualaikum Wr Wb Ma'am. Perkenalkan nama saya Nurhidayat ingin meneliti terkait bagaimana Ma'am mengintegrasikan teknologi dalam mendesain, mengembangkan, menggunakan, memanage dan mengevaluasi speaking siswa di kelas Ma'am. dan pertanyaan pertama yaitu bagaimana Ma'am mendesain materi pembelajaran menggunakan teknologi untuk mengembangkan keterampilan speakingnya siswa?
Respondent : (00:30-00:55)	Waalaikumsalam, iya menggunakan teknologi untuk mendesain materi Bahasa Inggris terkhusus speaking itu cukup beragam, sumber utama materi yang biasa saya pakai itu berasal dari internet. Tidak bisa dipungkiri bahwa segala informasi itu berasal dari Google. Jadi materi yang saya desain di RPP itu semua mengambil dari Google.
Peneliti : (00:56-01:04)	Baik Ma'am, selanjutnya materi atau sumber digital apa yang Ma'am buat atau adaptasikan untuk mendukung speaking class?
Respondent : (01:07-01:29)	Untuk speaking sendiri itu materi untuk kelas IX itu ada banyak, salah satu nya describing people, things and place, ada juga asking and giving opinion, juga expressing hope and whises. Itu semua saya ambil dari Google, dari YouTube juga ada beberapa materi saya ambil disana.
Peneliti : (01:30-01:40)	Selanjutnya Ma'am, bagaimana cara Ma'am mengidentifikasi teknologi-teknologi spesifik yang sesuai dengan aktivitas speaking nya siswa?
Respondent :	Kalau saya sendiri lebih memilih teknologi yang cocok dengan siswa,

(01:40-02:05)	misalnya mereka suka dengan tampilan video maka saya memakai aplikasi yang menampilkan video. Jadi saya fokus dengan apa yang siswa cocok seperti itu.
Peneliti : (02:07-02:14)	Baik Ma'am kita melangkah ke pertanyaan berikutnya itu media atau platform apa yang biasa Ma'am gunakan untuk mengembangkan materi speaking?
Respondent : (02:14-02:44)	Kalau media sendiri yaa sudah jelas kita butuh laptop untuk membuat materi dan kalau bicara soal platform atau aplikasi saya sih lebih ke Canva untuk mengembangkan materinya. Karena di aplikasi Canva sendiri itu sangat banyak template slide yang bisa kreasikan baik yang free maupun yang berbayar. Di Canva kita bisa buat seperti slide materi, bisa juga buat design poster dll untuk mendukung materi pembelajaran. Pokoknya Canva ini sangat memudahkan kita para guru dalam membuat desain materi semenarik mungkin untuk siswa.
Peneliti : (02:44-02:50)	Berikutnya bagaimana Ma'am mengelola materi didalam kelas?
Respondent : (02:50-03:05)	Kalau di kelas itu kita membutuhkan media-media pendukung. Misalnya dikelas IX itu sudah tersedia yang namanya Smart TV maka sisa kita konekka ke laptop untuk memulai pembelajaran.
Peneliti : (03:06-03:15)	Bisa dijelaskan Ma'am fitur-fitur penggunaan Smart TV didalam kelas dan apa-apa saja keunggulannya?
Respondent : (03:16-04:14)	Jadi Smart TV ini dikenal sebagai media presentasi modern yang dijadikan sebagai screen slide untuk menampilkan misalnya powerpoint, document, grafik, gambar maupun hasil projek siswa dengan tampilan yang lebih jernih. Keunggulannya juga Smart TV itu punya resolusi gambar tinggi jadi setiap materi yang ditampilkan bakal jauh lebih menarik. Bisa juga kita hubungkan internet atau Wi-Fi untuk mengakses banyak aplikasi YouTube misalnya. Jadi kita guru bisa langsung memutar video pembelajaran tanpa perlu perangkat tambahan. Kalau misalnya kita mau putar video yang mengandung music,

		maka tidak perlu ribet mencari speaker external karena sudah ada memang speaker yang tertanam di dalam Smart TV. Adapun kalau misal kita butuh perangkat tambahan untuk menampilkan slide materi yaa sisa sambungkan kabel HDMI dari laptop ke Smart TV dan sudah bisa ditampilkan.
Peneliti (04:14-14:25)	:	bisa disebutkan Ma'am media apa lagi yang sering Ma'am gunakan untuk mengajar/mendukung aktivitias speaking siswa di kelas?
Respondent (04:25-04:40)	:	Kalau media lainnya, saya kadang suruh siswa memakai Handphone nya untuk akses Google translate misalnya, atau biasa kalau saya kasi mereka games games ini saya kirimkan link games nya melalui grup WhatsApp.
Peneliti (04:40-04:50)	:	Kalau gamesnya Ma'am pakai aplikasi atau website?
Respondent (04:50-05:25)	:	Kalau games itu saya gunakan dari website yang namanya Wordwall, Game Wordwall ini yang paling dinanti siswa karna mereka bisa bermain sambil belajar speaking. jadi kalau misal guru lain pakai Baamboozel untuk games maka saya pakai Wordwall. Bedanya itu kalau Baamboozel itu sisa template kita pakai jadi mi, kalau Wordwall itu harus buat sendiri soal-soalnya. Jadi Wordwall ini lebih membuat guru lebih kreatif dalam mendesign soal dimana siswa menjawab pertanyaan yang ada didalam game itu.
Peneliti (05:25-05:10)	:	Kalau aplikasi sendiri Ma'am biasa Ma'am pakai apa?
Respondent (05:11-05:40)	:	Yaa itu tadi aplikasi yang sering saya pakai itu YouTube yang menampilkan video pembelajaran. Misalnya video pembelajaran untuk praktek pronunciation, ataupun praktek dialog. Jadi YouTube sebenarnya juga fungsinya mengganti penjelasan guru jadi lebih menarik yaa kita pakai YouTube jadi kita cuma ketik keyword nya misalnya describing things maka muncul banyak video video terkait dengan itu. Jadi YouTube ini luas ya tinggal kita memilih mana video yang bagus ditampilkan untuk siswa.
Peneliti	:	Baik Ma'am kita ke pertanyaan selanjutnya, bagaimana Ma'am menilai

(05:41-05:59)	kemajuan speaking nya siswa menggunakan tekonlogi?
Respondent : (06:00-06:27)	Yaa untuk assessment nya yaa kembali lagi ke games Wordwall tadi dimana siswa membaca pertanyaan dan membaca jawabannya. Juga kadang saya kasi mereka tugas video projek misalnya membuat projek video prosedur text dimana mereka membuat sesuatu dan sekaligus berbicara didepan kamera, nah disitu lah juga menilai kualitas speaking nya siswa.
Peneliti : (06:29-06:50)	pertanyaan terakhir Ma'am, bagaimana teknologi ini membantu Ma'am dalam mengajarkan Bahasa Inggris mulai dari mendesain, mengembangkan materi, sampai menilai speaking nya siswa.
Respondent : (06:52-07:55)	Jadi penggunaan teknologi itu sangat membantu sekali untuk saya, bagiamana kita melatih kreavitias sebagai guru dengan memanfaatkan sumber sumber yang tersedia. Dengan menggunakan teknologi pertama memudahkan saya sebagai guru Bahasa Inggris, terus kedua punya point of interest kepada siswanya karena mereka lebih tertarik kalau menggunakan teknologi dibanding saya harus menjelaskan dipapan tulis, jadi beda itu ketika anak-anak suka sesuatu pada pandangan pertama dengan harus menjelaskan dengan papan tulis, point of interest nya itu pasti beda. Jadi tergantung kita guru-guru bagaimana sebiasa mungkin memanfaatkan setiap fasilitas teknologi dengan sebaik mungkin guna untuk mempermudah kita dalam mencapai tujuan proses belajar mengajar.
Peneliti : (07:55-08:20)	Baik Ma'am terimakasih banyak atas waktu yang Ma'am sempatkan untuk saya sehingga saya bisa menggali informasi tentang teknologi yang Ma'am gunakan untuk mendesain, mengembangkan, memanage, menggunakan dan mengevaluasi pembelajaran speaking dikelas.

SUPPORTING DOCUMENTS

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurhidayat

Nim : 105351103518

Program Studi : Pendidikan Bahasa Inggris

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Nursinah, S.Hum., M.I.P
NBM. 964 591

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1	Nasrul Miftahul Riza, Mutmainnah Mustofa, Faiz Abdillah. "THE EFL STUDENTS' PERCEPTION OF USING WHATSAPP APP GROUP DURING THE PANDEMIC SITUATION", Premise:Journal of English Education, 2024 Publication	3%
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1	Muneera Mohammed. "The Effectiveness of Instructional Technology on English Language Learning in EFL Classroom", International Journal of Linguistics, 2020 Publication	5%

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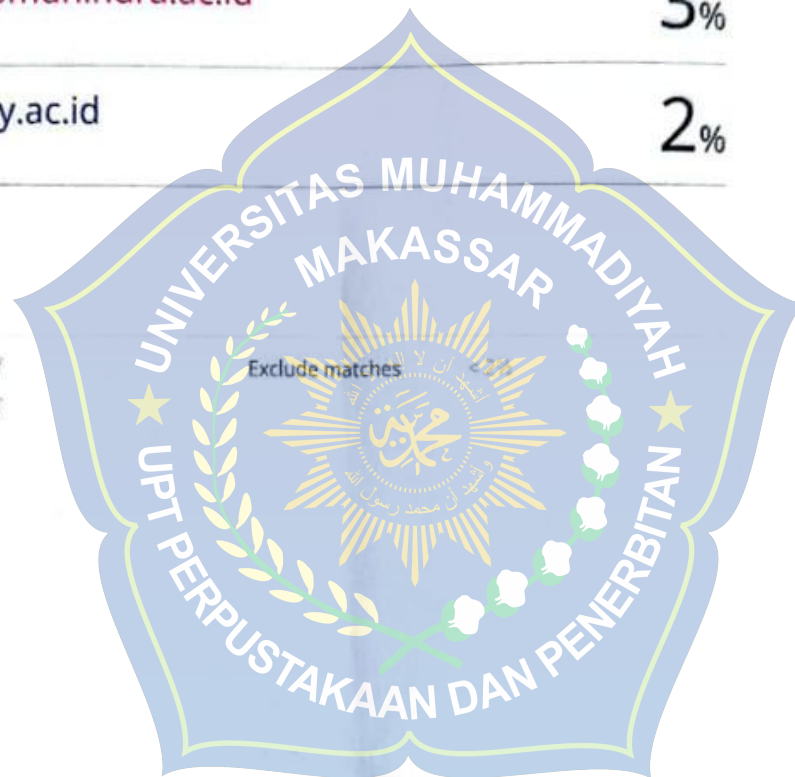
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1	Yuli Astutik, Choirun Nisak Aulina, Fika Megawati. "Total Physical Response (TPR): How is it used to Teach EFL Young Learners?", International Journal of Learning, Teaching and Educational Research, 2019 Publication	<1%
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Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/ 860132 (Fax)
Email : fkip@unismuh.ac.id
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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Nomor : 12515/FKIP/A.4-II/I/1444/2023
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : ANDI VERA ANGRAENI
Stambuk : 10535623015
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Bulukumba / 20-11-1997
Alamat : Moncobalang, Kecamatan Barombong, Kabupaten Gowa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: The Analysis of Teacher-Student Interaction in Speaking Class using Sinclair and Coulthard's Model

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
26 Januari 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail :lp3munismuh@plasa.com

Nomor : 2802/05/C.4-VIII/VIII/1443/2022   27 Muharram 1444 H

Lamp : 1 (satu) Rangkap Proposal   25 August 2022 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMP Unismuh Makassar

di –

       Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10939/FKIP/A.4-II/VIII/1444/2022 tanggal 24 Agustus 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **NURHIDAYAT**

No. Stambuk : 10535 1103518

Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan   : **Pendidikan Bahasa Inggris**

Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar"

Yang akan dilaksanakan dari tanggal 27 Agustus 2022 s/d 27 Oktober 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Ketua LP3M,

Dr.Ir. Abubakar Idhan,MP.
NBM 101 7716

09-22

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Jl. Tala'salapang No. 40 D Makassar | Telp. 081 144 167 77
NSS : 202 196 00 422 | NPSN : 40313847 *Terakreditasi A*

SURAT KETERANGAN TELAH MENELITI
Nomor   : 334/SMP-Unismuh/VI/2025

yang bertanda tangan di bawah ini :

Nama	:	Prof. Dr. H. Irwan Akib, M.Pd.
NBM	:	613 949
Jabatan	:	Kepala Sekolah
Pangkat/Gol	:	Pembina/ Iva

Menerangkan bahwa mahasiswa dibawah ini :

Nama	:	**NURHIDAYAT**
No. Stambuk	:	**10535 1103518**
Program Studi	:	**Pendidikan Bahasa Inggris**
Fakultas	:	**Fakultas Keguruan dan Ilmu Pendidikan**
Universitas	:	**Universitas Muhammadiyah Makassar**

Adalah benar telah melaksanakan penelitian di Lab. School SMP Unismuh Makassar Talasalapang No. 40 D. Kel. Gunung Sari Kec. Rappocini Kota Makassar pada tanggal **27 Agustus s.d Oktober 2022** dengan tema/judul *"The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar."*

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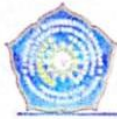
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Makassar, ───────────────
16 Juni 2025 M

Kepala Sekolah,

Prof. Dr. H. Irwan Akib, M.Pd.
NBM. 613 949

"Mantap Keimanan, Unggul Intelektual, Anggun Berakhlak dan Sigap Berkarya"

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	:	**Nurhidayat**
NIM	:	**105351103518**
Judul Penelitian	:	*"The Integration of Instructional Technology into English Language Teaching at SMP Unismuh Makassar"*
Tanggal Ujian Proposal	:	**08 Agusuts 2022**
Tempat/Lokasi Penelitian	:	**SMP Unismuh Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu, 25 Juni 2025	Interview Teacher 1	Hudaedah, S.Pd.Gr., M.Pd.	
2	Rabu, 25 Juni 2025	Interview Teacher 2	Muflihatunahimah Mahlibin, S.Pd.Gr., M.Pd	
3	Kamis, 26 Juni 2025	Interview Teacher 3	Arfah Ainun Salsabila, S.Pd.Gr. M.Pd	
4	Rabu, 23 Juli 2025	Observation Class VII	Hudaedah, S.Pd.Gr, M.Pd	
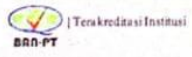
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No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf
5	Sabtu, 26 Juli 2025	Observation Class VIII	Muflihatunahimah Mahlibin, S.Pd.Gr. M.Pd	
6	Senin, 28 Juli 2025	Observation Class IX	Arfah Ainun Salsabila, S.Pd.Gr. M.Pd	
7				
8				
9				
10				

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Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris,
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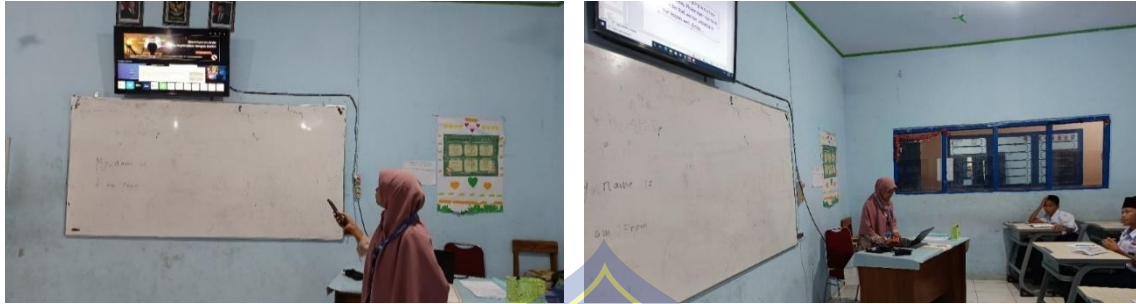
Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Kepala sekolah
SMP Unismuh Makassar

Prof. Dr. H. Irwan Akib, M.Pd
NBM. 613 949

DOCUMENTATION

Observation Class VII

Observation Class VIII

Observation Class IX

Interview T1, T2 and T3

CURRICULUM VITAE

Nurhidayat, was born in Moncobalang October 11th 2000. From the marriage of his parents Hasran and Wahyuni. He is the first child of his family.

He started his education in Elementary School at SDN Moncobalang 1 and graduated in 2012. After finishing his study in Elementary School , he continued his study in Juni

or High School at SMPN 1 Barombong, and graduated in 2015. Then he continued his study in Senior High School SMAN 2 Gowa and graduated in 2018. In the same year he also continued his study at English Education Department, Faculty of Teachers Training and Education, Universitas Muhammadiyah Makassar.

At the end of his study, he could finish his thesis entitle *"The Integration of Instructional Technology into English Language Teaching (ELT) at SMP Unismuh Makassar"*.