

Technology-Based and Contextual English Learning Practices in a Seventh-Grade Classroom in Ngabang

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Abstract

This study aims to explore the implementation of technology-based and contextual English learning and investigate the learning experiences of seventh-grade students at SMP Negeri 1 Ngabang. Previous studies have primarily focused on students' learning outcomes and perceptions, while research examining the actual implementation of technology-based and contextual learning at the junior high school level remains limited. This study employed a qualitative case study design. Data were collected through classroom observations, semi-structured interviews, and document analysis involving one English teacher and ten seventh-grade students. The data were analyzed through data reduction, data display, and conclusion drawing. The findings revealed that the learning process integrated the principles of Contextual Teaching and Learning (CTL) and technology use aligned with the Technological Pedagogical Content Knowledge (TPACK) framework. The use of local folklore and students' everyday experiences helped connect English learning materials with real-life situations and local cultural contexts. Students reported positive learning experiences, including improved understanding of learning materials, increased motivation, engagement, participation, collaboration, and interaction throughout the learning process. Although some technical challenges and differences in students' digital abilities were identified, the learning process remained effective. This study concludes that technology-based contextual English learning can create interactive, meaningful, and student-centered learning environments in junior high school classrooms.

Keywords: Contextual Learning, English Learning Practices, Technology-Based Learning, Tpack, Junior High School

INTRODUCTION

Rapid developments in digital technology have transformed many aspects of society, including education, by providing new opportunities to support instructional and learning processes. In English language learning, technology integration has gained considerable attention because it provides broader access to learning resources, facilitates communication, and creates more interactive learning environments. The use of digital tools enables students to participate actively in learning activities while supporting meaningful learning experiences (Priyadarshini et al., 2023). Consequently, English teachers are encouraged to integrate technology into instructional practices to meet the demands of twenty-first-century education. However, challenges such as limited infrastructure, inadequate teacher training, and differences in students' technological competence often hinder the effective implementation of technology in classroom settings (Sholihin et al., 2024).

Technology-based learning refers to the integration of digital technologies into teaching and learning activities, while Contextual Teaching and Learning (CTL) emphasizes connecting learning content with students' real-life contexts and experiences to facilitate meaningful understanding (Mubarok et al., 2022). Technology integration can be understood through Technology Integration Theory, which emphasizes the effective and meaningful use of digital tools to improve teaching effectiveness, learning experiences, and academic achievement. Effective technology integration enables learners to access diverse learning resources, actively participate in learning activities, and develop essential twenty-first-century skills such as communication, collaboration, critical thinking, and creativity. Furthermore, the Technological Pedagogical Content Knowledge (TPACK) framework explains that effective technology-

enhanced instruction requires the integration of content knowledge, pedagogical knowledge, and technological knowledge to ensure that technology supports instructional objectives rather than functioning merely as an additional tool (Mishra et al., 2022).

In addition, CTL promotes meaningful learning by encouraging students to connect academic content with authentic experiences and apply their knowledge in real-life situations (Mubarok et al., 2022). Through contextual learning, students actively construct understanding by relating new information to their prior knowledge and social environments. As a result, learning becomes more relevant, engaging, and meaningful. The growing availability of digital technologies has encouraged teachers to utilize various learning media, including computers, multimedia presentations, mobile devices, online applications, and educational platforms. Technology integration also enriches classroom interaction and provides opportunities for students to explore learning materials through diverse digital resources (Sari et al., 2024).

Recent international studies have highlighted the important role of technology-enhanced language learning in improving English language education. Technology-supported learning environments have been shown to promote learner autonomy, self-regulated learning, engagement, and language achievement when integrated with appropriate pedagogical strategies (Hasumi & Chiu, 2024; An et al., 2021). Moreover, digital learning environments encourage active participation, collaboration, and meaningful learning experiences, making language learning more relevant to students' daily lives. Previous studies have reported that technology integration positively contributes to English language learning by improving student engagement, participation, motivation, and learning outcomes (Çoban Sural & Yaşar Sağlık, 2024). Similarly, Marzuki (2025) emphasized the importance of integrating instructional technology into English language classrooms to support more effective learning experiences.

However, previous studies have predominantly focused on quantitative outcomes, technology acceptance, and students' perceptions of technology use. Limited studies have investigated how technology-based contextual learning is implemented in actual classroom practices, particularly in Indonesian junior high school settings. Furthermore, little attention has been given to understanding how technology integration and contextual learning principles are simultaneously applied during classroom instruction and how students experience such learning practices within specific local educational contexts. Therefore, further research is needed to provide an in-depth understanding of classroom implementation, teacher–student interactions, and students' learning experiences in technology-based contextual English learning.

Preliminary observations conducted in a seventh-grade classroom at SMP Negeri 1 Ngabang revealed that technology has been incorporated into English language instruction through the use of laptops, LCD projectors, PowerPoint presentations, and Kahoot. Although these tools support the presentation of learning materials and attract students' attention, classroom instruction remains largely dominated by textbook-based explanations and exercises. Consequently, opportunities for students to connect English learning materials with their everyday experiences remain limited, indicating that the integration of technology and contextual learning principles has not yet been fully optimized.

The novelty of this study lies in its focus on examining the implementation of technology-based contextual English learning practices in an actual seventh-grade classroom setting. Previous studies have primarily examined similar components in isolation or focused on quantitative metrics. For instance, prior research on interactive digital tools such as Kahoot and PowerPoint primarily focused on student motivation and engagement without linking learning materials to real-world contexts. Similarly, existing literature on contextual teaching and learning (CTL) strategies in secondary English education often lacks the integration of digital media within contextual tasks. Furthermore, previous evaluations of classroom technology integration have predominantly concentrated on overall academic achievement rather than the qualitative nature of teacher–student interactions and real-time classroom dynamics. Unlike these prior

works, this study explicitly bridges technology integration with contextual learning principles, exploring real-time classroom practices, teacher–student interactions, and students’ experiences within a specific local context. Accordingly, this study addresses the following research questions: How are technology-based and contextual English learning practices implemented in a seventh-grade classroom? How do students experience the implementation of technology-based and contextual English learning practices in the classroom? The findings are expected to contribute empirical evidence to the field of English language learning and provide practical insights for teachers in designing more effective, meaningful, and contextually relevant learning environments.

RESEARCH METHODS

This research employed a case study design with a qualitative approach. According to Cohen et al. (2018), a case study is research that focuses on the in-depth exploration of a phenomenon, aiming to provide a holistic and detailed understanding of the phenomenon.

This research was conducted in seventh-grade classes at SMP Negeri 1 Ngabang. Participants included one English teacher and ten seventh-grade students selected through purposive sampling. The teacher, who had over five years of teaching experience and was directly involved in implementing technology-based and contextualized English language learning practices, participated as a key informant in classroom observations and interviews. The student participants, aged between 12 and 13, consisted of five female and five male students with varying levels of English proficiency. They were selected based on the teacher's recommendation because they actively participated in classroom activities and were considered capable of providing rich and diverse perspectives on their learning experiences. This participant selection procedure aligns with the principle of purposive sampling, which emphasizes selecting information-rich participants who can contribute to a deeper understanding of the research phenomenon (Patton, as cited in Creswell, 2012). Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted to examine how technology-based and contextual English learning practices were implemented in the classroom, including instructional activities, teacher-student interactions, technology integration, and students’ engagement during the learning process (Romdona et al., 2024). Semi-structured interviews were conducted with the teacher and students to explore their experiences and perceptions regarding technology-based and contextual English learning practices (Dursun, 2023). In addition, relevant documents, including lesson plans, teaching materials, and digital learning media, were analyzed to support data triangulation and enhance the credibility of the findings (Morgan, 2022).

The research instruments included observation sheets, interview guides, and documentation. The observation sheet consisted of 10 observation aspects with a total of 40 indicators covering the use of technology in teaching, types of technology used, technology-supported learning activities, contextual learning implementation, the use of real-life examples, student engagement, classroom interaction, student collaboration, learning atmosphere, and challenges in implementation. The teacher interview guide consisted of 10 semi-structured questions focusing on technology integration, contextual learning practices, classroom interaction, assessment practices, and challenges encountered during instruction. In addition, the student interview guide consisted of 10 semi-structured questions designed to explore students’ experiences, perceptions, understanding, motivation, engagement, collaboration, and difficulties related to technology-based contextual English learning. Documentation, including lesson plans, PowerPoint slides, students’ assignments, and other relevant learning materials, was also collected to support data triangulation and enrich the research findings.

Data reliability was ensured through several validation strategies. First, triangulation was conducted by comparing data obtained from classroom observations, semi-structured interviews, and document analysis to ensure the consistency of findings from various sources (Ahmed, 2024). Second, member checking was conducted by asking selected teachers and students to review the researcher's interview summaries and data analysis to verify the accuracy of the findings (McKim & McKim, 2023). Third, the research process, data analysis, and emerging findings were reviewed through peer debriefing sessions with the research supervisor and fellow researchers to enhance the credibility and trustworthiness of the findings (Nowell et al., 2017). These validation procedures were implemented to strengthen the credibility, dependability, and trustworthiness of the research findings. The collected data were analyzed using the qualitative data analysis model proposed by Miles and Huberman (1994), which consists of data reduction, data presentation, and conclusion drawing/verification. Data analysis was conducted continuously throughout the research process to identify patterns, interpret findings, and ensure the reliability of the results.

RESULTS AND DISCUSSION

Results

This research was conducted at SMP Negeri 1 Ngabang, West Kalimantan, with one English teacher and ten seventh-grade students as participants. Data were collected from May 4



to 6, 2026, through classroom observations, followed by semi-structured interviews with the teacher and students on May 12, 2026, and document analysis. The classroom observations focused on the implementation of technology-based and contextual English learning practices during Narrative Text lessons. Following the observations, semi-structured interviews were conducted to clarify observational findings and explore participant perspectives in depth.

Figure 1. Semi-Structured Interview Session with the English Teacher



Figure 2. Semi-Structured Interview Session with Seventh-Grade Student Participants

Additionally, supporting documents such as lesson plans, PowerPoint presentations, and student assignments were analyzed to strengthen the credibility of the findings through data triangulation. The collected data were analyzed using the interactive model proposed by Miles and Huberman (1994), which consists of data reduction, data display, and conclusion drawing and verification.

The findings presented in this section are derived from themes generated during the data reduction process: Technology Integration, Contextual Learning, Student Engagement and Motivation, Collaboration and Interaction, and Challenges in Implementation. These themes are then organized according to two research questions.

1. Implementation of Technology-Based and Contextual English Learning Practices

Contextual Teaching and Learning Components

Table 1 presents the implementation of the CTL components identified during classrooms observations, interviews, and document analysis.

Table 1. Implementation of CTL Components

CTL Components	Evidence	Technology Used
Constructivism	Students build understanding of <i>narrative texts</i> by connecting folktales such as the Legend of the Landak River to their prior knowledge, everyday experiences, and cultural backgrounds.	PowerPoint, LCD Projector
Questioning	The teacher encourages students' critical thinking by asking how the story of Sungai Landak would be different if it happened in modern times and how these moral values can be applied in everyday life.	PowerPoint
Inquiry	Students analyze the structure of narrative texts, including orientation, complication, resolution, characters, setting, plot, and moral values, through observation and discussion.	PowerPoint
Learning Community	Students work together in groups to discuss story structure, exchange ideas, complete assignments, and present their findings. Collaborative learning activities encourage interaction and communication among peers.	Smartphones, PowerPoint
Modeling	The teacher displays examples of narrative texts through visual presentations, pictures, and illustrations to help students understand language concepts and story structure.	PowerPoint, LCD Projector
Reflection	At the conclusion of the lesson, students reviewed what they had learned, evaluated the moral values presented in the story, and connected the lesson content to their daily experiences.	Google Forms
Authentic Assessment	Students complete diagnostic quizzes, class discussions, presentations, assignments, and a final evaluation to demonstrate their understanding of narrative texts.	Kahoot, Google Form

The findings indicate that all seven components of Contextual Teaching and Learning (CTL) were implemented during English learning. The teacher connected narrative text material

to students' real-life experiences and local cultural contexts using local folktales, particularly the Legend of the Landak River. Students actively constructed understanding by connecting these stories to prior knowledge, analyzing the structure of the narrative texts, and participating in collaborative learning activities.

The teacher explained:

"I use local folktales such as the Legend of the Landak River as the main material for narrative text learning because students are already familiar with these stories and can easily relate their moral values to their daily lives." (T)

Direct classroom observations from May 4 to 6, 2026, confirmed that instructional activities incorporated visual presentations and group discussions.



Figure 3. Classroom Observation of Technology-Based and Contextual Learning Activity

These findings suggest that English language learning fosters meaningful learning experiences by connecting academic content to authentic contexts. The use of local cultural content encourages students to engage more actively in learning and facilitates a deeper understanding of narrative texts. These findings support previous research showing that contextual learning enhances students' comprehension and engagement when learning materials are closely related to their cultural backgrounds and everyday experiences (Mubarok et al., 2022; Amaniarsih & Meisuri, 2024). Furthermore, integrating local cultural resources into English language learning can strengthen student engagement and make learning more relevant to their lived experiences (Darma et al., 2025).

2. Technology-Based Learning Implementation Based on the TPACK Framework

The implementation of technology-based learning in this study demonstrates that digital technology was used not merely as a presentation tool but as an integral component of English language learning activities. Classroom observations, teacher interviews, student interviews, and document analysis revealed that the teacher integrated digital technologies into instructional delivery, classroom interaction, assessment, and reflection activities. The teacher strategically integrated technology, pedagogy, and English language content to support student engagement and meaningful learning throughout the instructional process. Therefore, the implementation of technology-based learning can be understood through the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of technology, pedagogy, and content knowledge in classroom practice.

Table 2 presents the implementation of technology-based learning based on the TPACK framework identified during classroom observations, interviews, and document analysis.

Table 2. Technology-Based Learning Implementation Based on the TPACK Framework

TPACK Components	Evidence	Students' Responses
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Technological Knowledge (TK)	The teacher used laptops, LCD projectors, PowerPoint, Kahoot, Google Forms, and smartphones during English lessons.	Students stated that visual materials and digital platforms made learning materials easier to understand and more interesting.
Technological Pedagogical Knowledge (TPK)	Digital tools were integrated into lesson introduction, classroom discussions, quizzes, assessments, and reflection activities to increase student participation and interaction.	Students perceived classroom learning as more engaging, interactive, and enjoyable than conventional instruction.
Technological Content Knowledge (TCK)	PowerPoint presentations, digital materials, and visual illustrations were used to explain narrative text structures, language features, characters, settings, and moral values.	Students reported that visual presentations helped them understand narrative texts and English learning materials more clearly.

The findings indicate that digital technology is systematically integrated into lesson delivery, classroom interactions, assessments, and reflection activities. PowerPoint presentations, Kahoot, Google Forms, smartphones, and LCD projectors are used to support learning objectives and facilitate student participation throughout the learning process.

The teacher explained:

"In the opening section, I use images as stimuli. Then, in the main section, I use PowerPoint and discussions. Finally, I use Google Forms as quizzes to measure student understanding." (T)

Students reported that visual materials and interactive digital activities make learning more engaging and help them understand the English learning material more clearly. Technology also encourages greater participation in class discussions, assignments, and assessment activities.

3. Students' Experiences toward Technology-Based and Contextual English Learning Practices

Data analysis generated five major themes representing students' experiences in technology-based and contextual English learning: understanding learning materials, motivation and engagement, collaboration and interaction, contextual learning experiences, and challenges in implementation. These themes are summarized in Table 3.

Table 3. Students' Experiences toward Technology-Based and Contextual English Learning

Themes	Students' Experiences	Representative Quotations
Understanding Learning Materials	Students understood English materials more easily through PowerPoint presentations, visual illustrations, and interactive learning activities.	"I find it easier to understand the material because I can see it directly on the PowerPoint presentation screen."
Motivation and Engagement	Technology increased students' enthusiasm, interest, and participation during classroom activities.	"After using technology, my motivation to learn has improved."
Collaboration and Interaction	Students actively participated in discussions, group assignments, and classroom presentations.	"Technology helps us discuss and complete assignments together."
Contextual Learning Experiences	Students connected English learning with local stories, social media, daily communication, and personal experiences.	"I often learn English through social media and use new vocabulary in daily life."

Challenges in Implementation	Some students experienced difficulties related to internet connectivity and unfamiliar digital features.	“Sometimes I have difficulties because the internet connection is unstable.”
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The findings indicate that students generally experienced technology-based and contextual English learning positively. Most students reported that PowerPoint presentations, visual illustrations, and interactive activities helped them understand English learning materials more easily because information was presented clearly and attractively. Students explained that visual learning materials enabled them to understand narrative text structures, vocabulary, and story content more effectively than conventional textbook-based instruction.

One student stated:

“Saya merasa lebih mudah memahami materi karena saya dapat melihatnya langsung di layar PowerPoint.” (S4)

Similarly, several students reported that visual materials, classroom discussions, and interactive quizzes helped them follow the lesson more effectively and encouraged them to participate actively during classroom activities. These findings indicate that technology contributed positively to students’ understanding and engagement in English learning. This finding is consistent with (Bond et al., 2020), who argued that educational technology can enhance student engagement and participation in learning activities. Likewise, (Hasumi & Chiu, 2024) reported that technology-supported language learning environments improve learners’ motivation, participation, and learning outcomes.

The findings also revealed that technology increased students’ motivation and classroom participation. Students reported that learning activities became more enjoyable and less monotonous because they involved interactive quizzes, visual presentations, and technology-supported discussions. As a result, students became more confident in answering questions, expressing opinions, and participating in classroom activities. These findings support (Priyadarshini et al., 2023), who found that technology integration enhances learner engagement and creates more meaningful learning experiences when combined with appropriate pedagogical practices.

Students further appreciated collaborative learning activities facilitated through technology. Group discussions, presentations, and classroom assignments encouraged students to exchange ideas, solve problems together, and support each other during learning activities.

One student stated:

“Teknologi membantu kami berdiskusi dan menyelesaikan tugas bersama-sama.” (S7)

These findings support the social constructivist perspective, which emphasizes that knowledge is developed through interaction, collaboration, and shared learning experiences. Technology functioned as a medium that facilitated peer interaction and collaborative learning, enabling students to participate actively in meaningful classroom communication. Similar findings were reported by An et al. (2021), who found that technology-enhanced learning environments support collaborative learning and peer interaction in language education.

Another important finding concerns students’ contextual learning experiences. Students reported that English learning became more meaningful because lesson materials were connected to local folktales, daily communication, social media, and personal experiences. Previous studies have demonstrated that technology-supported English learning environments enhance students’ motivation, engagement, and active participation by creating interactive and learner-centered learning experiences (Bond et al., 2020; Hussain et al., 2025). The use of local stories, such as *The Legend of Sungai Landak*, enabled students to connect classroom learning with their cultural backgrounds and everyday lives.

Despite these positive experiences, several challenges were identified during implementation. Students reported difficulties related to unstable internet connections and occasional problems when using certain digital features. Nevertheless, these challenges did not

significantly reduce students' participation because teachers and students adapted by utilizing available resources and supporting one another during classroom activities. These findings reflect the realities of technology integration in regional educational settings, where technological infrastructure and digital readiness continue to develop.

Discussion

1. Contextual Learning and CTL Components

These findings suggest that English language learning fosters meaningful learning experiences by connecting academic content to authentic contexts. The use of local cultural content encourages students to engage more actively in learning and facilitates a deeper understanding of narrative texts. These findings support previous research showing that contextual learning enhances students' comprehension and engagement when learning materials are closely related to their cultural backgrounds and everyday experiences (Mubarak et al., 2022; Amaniarsih & Meisuri, 2024). Furthermore, integrating local cultural resources into English language learning can strengthen student engagement and make learning more relevant to their lived experiences (Darma et al., 2025).

2. Technology Integration and the TPACK Framework

Therefore, the implementation of technology-based learning can be understood through the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes the integration of technology, pedagogy, and content knowledge in classroom practice. These findings support the TPACK framework, which emphasizes the alignment of technology, pedagogy, and content knowledge to enhance learning effectiveness (Mishra et al., 2022). The integration of digital tools contributes to increased engagement, participation, and understanding of English learning materials while supporting meaningful learning experiences. The positive impact of technology integration may arise because digital tools provide visual support, immediate feedback, and interactive learning experiences that help students understand English material more effectively. In the context of SMP Negeri 1 Ngabang, where opportunities for technology-supported English learning are still relatively limited, the use of PowerPoint, Kahoot, and Google Forms created meaningful learning experiences that increased student motivation, engagement, and participation. These findings further demonstrate that TPACK components operate in an integrated manner throughout the learning process, as teachers combine technological resources, pedagogical strategies, and English learning content to support discussion, collaboration, assessment, and contextual learning activities. These findings support the TPACK framework, which emphasizes that effective technology integration relies on the alignment of technology, pedagogy, and content knowledge to achieve learning objectives (Mishra et al., 2022; Hasumi & Chiu, 2024).

3. Understanding, Motivation, and Engagement

This finding is consistent with (Bond et al., 2020), who argued that educational technology can enhance student engagement and participation in learning activities. (Hasumi & Chiu, 2024) reported that technology-supported language learning environments improve learners' motivation, participation, and learning outcomes. These findings support (Priyadarshini et al., 2023), who found that technology integration enhances learner engagement and creates more meaningful learning experiences when combined with appropriate pedagogical practices.

4. Collaboration and the Social Constructivist Perspective

These findings support the social constructivist perspective, which emphasizes that knowledge is developed through interaction, collaboration, and shared learning experiences. Technology functioned as a medium that facilitated peer interaction and collaborative learning, enabling students to participate actively in meaningful classroom communication. Similar findings were reported by (An et al., 2021), who found that technology-enhanced learning environments support collaborative learning and peer interaction in language education.

5. Contextual Learning and Local Culture

Previous studies have demonstrated that technology-supported English learning environments enhance students' motivation, engagement, and active participation by creating interactive and learner-centered learning experiences (Bond et al., 2020; Hussain et al., 2025). These findings reflect the principles of Contextual Teaching and Learning, which emphasize connecting academic content with authentic situations and learners' lived experiences (Mubarok et al., 2022). Similarly, (Çoban Sural & Yaşar Sağlık, 2024) reported that contextual learning promotes meaningful learning experiences by linking instructional content to learners' real-life contexts.

6. Implementation Challenges

Similar challenges have been reported by (Hasumi & Chiu, 2024), who emphasized that infrastructure readiness and digital literacy remain important factors influencing the effectiveness of technology-enhanced learning.

7. Summary of Discussion

Overall, the findings suggest that technology-based and contextual English learning created interactive, meaningful, and student-centered learning environments. The integration of digital technology and contextual learning approaches contributed not only to students' understanding of English learning materials but also to increased motivation, participation, collaboration, and authentic language use. Therefore, English teachers are encouraged to integrate technology with real-life contexts and local cultural resources to support meaningful and engaging learning experiences.

CONCLUSION

This study investigated the implementation of technology-based and contextual English learning practices and explored students' experiences in a seventh-grade classroom at SMP Negeri 1 Ngabang. The findings revealed that the implementation of English learning successfully integrated the principles of Contextual Teaching and Learning (CTL) and the Technological Pedagogical Content Knowledge (TPACK) framework through the use of digital technologies and contextual learning activities. Students generally reported positive learning experiences, including improved understanding of learning materials, increased motivation, engagement, participation, and collaboration throughout the learning process. Furthermore, the integration of digital technology with local cultural resources and students' everyday experiences supported meaningful and student-centered English learning. These findings suggest that combining technology integration with contextual learning approaches can enhance the effectiveness and relevance of English language learning in junior high school classrooms.

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