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PERCEPTIONS OF TECHNOLOGY INTEGRATION IN LANGUAGE ACQUISITION AMONG ENGLISH LANGUAGE MAJORS

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A B S T R A C T S

This research examines how English major students perceive the role of technology in their language learning. The study aims to investigate students' opinions, the technological tools they commonly utilize, the benefits and challenges they perceive, and to provide recommendations for enhancing the integration of technology in English education. Utilizing a quantitative descriptive method, data were gathered through a structured questionnaire containing closed-ended using linkert scale and open-ended questions. The participants comprised students from the English Language Education program at STKIP Persada Khatulistiwa Sintang, specifically those enrolled from semesters 2 to 8 who have experience using technology for learning English. The findings reveal that students regularly use a variety of digital tools, such as mobile applications, to aid their English learning. Participants express favorable views on technology, emphasizing its role in improving vocabulary, grammar, writing, and listening skills. Moreover, technology is perceived as a motivator that enhances engagement, boosts self-confidence, and promotes autonomy in the learning experience. Nevertheless, obstacles persist, such as technical issues, digital distractions, and insufficient structured guidance from educators. The study emphasizes the necessity of institutional support, which includes technical assistance, teacher training, and efficient strategies to reduce distractions. It advocates for a blended learning approach that integrates technology with conventional face-to-face methods to foster a more adaptable and effective educational environment.

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INTRODUCTION

In recent years, the incorporation of technology into education has notably changed how students acquire knowledge, particularly in language learning. The progress of digital tools and online resources has offered English language learners a variety of accessible, engaging, and easy-to-use materials. Mobile apps like Duolingo, Grammarly, Google Translate, and Quizlet, along with platforms such as YouTube, Zoom, and Google Classroom, are commonly utilized to enhance English language learning in and out of the classroom (Stockwell, 2012; Godwin-Jones, 2018). The existence of these tools has created opportunities for learners to utilize a diverse array of resources tailored to different language skills, providing personalized learning experiences that were previously restricted to conventional classroom environments

(Kukulska-Hulme & Shield, 2008). For students majoring in English, who are anticipated to achieve proficiency in the language for both communication and academic or professional use, technology provides various opportunities to improve their educational experience. These resources facilitate flexible learning, immediate feedback, self-directed learning, and access to authentic resources like videos, podcasts, and interactive activities (Chapelle, 2001; Wang & Vásquez, 2012). Nevertheless, the success of these technological resources in language acquisition is largely influenced by students' perceptions and their application of them. Favorable views of technology can boost students' motivation, engagement, and overall learning results, while unfavorable views may lead to underuse or resistance to these resources (Lai & Gu, 2011; Reinders & White, 2011). Perception is essential in the learning journey, as it affects motivation, engagement, and the strategies used for learning. Students who consider technology to be advantageous and beneficial are more inclined to incorporate it into their regular study habits and take advantage of its features (Yang, 2012). Conversely, negative perceptions can result in limited use or refusal, despite the resources being available (Dooly & Sadler, 2013). Thus, examining students' perceptions can yield valuable insights into the true effect of technology on language acquisition and assist educators in creating more effective teaching practices (Ajzen, 1991).

This study focuses on the perceptions of English major students regarding the role of technology in English language learning. By analysing their opinions, choices, and perceived difficulties, this study aims to highlight both the benefits and limitations of technology-based learning from the students' perspective. The results of this study are expected to contribute to the development of more student-centred language teaching methods that integrate technology (Warschauer & Healey, 1998). Recent studies also highlight similar objectives. For example, Zou, Li, and Li (2022) investigated how English as a foreign language (EFL) learners use digital platforms for personalised and collaborative learning, finding that learners value flexibility but struggle with motivation and distractions. Nguyen and Habók (2021) highlighted that learners' digital readiness and self-confidence significantly influence how effectively they interact with online language tools. Additionally, Rahmat et al. (2023) noted that while technology promotes student autonomy and access to diverse resources, challenges persist regarding technological infrastructure and digital literacy among language learners. These findings collectively support the need to understand students' perceptions within specific academic and cultural contexts to optimise the integration of technology in language education. Even though technology use is becoming more common in learning English, there remains a limited understanding of how students, especially those studying English, see its impact and effectiveness on their educational journey. While some learners might feel inspired and confident when using digital resources, others may face challenges with access, ease of use, or guidance in utilizing these tools effectively (Al Mahmud, 2018). These varying perceptions can affect how students interact with technology as well as the results they obtain (Fathi & Rahimi, 2020). Thus, it is crucial to investigate the following research question: "How do English major students perceive technology in their language learning?".

The primary aim of this study is to explore how English major students perceive the incorporation of technology in their language learning processes. It seeks to pinpoint the technological tools that students frequently utilize, delve into their views on the advantages and obstacles associated with technology in language acquisition, and suggest ways to improve the integration of technology in English education based on the students' insights. This research adds to the expanding literature on the intersection of educational technology and language acquisition by shedding light on learner perceptions. The results could further enhance theoretical comprehension of student engagement with and reactions to instruction that is supported by technology (Benson, 2011). Essentially, the findings can provide educators with insights into the preferences and requirements of their students, enabling them to create lessons

that are both captivating and efficient through the use of suitable digital resources (Reinders & White, 2011). For learners, this research promotes self-reflection on their learning processes and raises awareness of the role technology plays in enhancing their language acquisition (Vaughan, 2014). From an institutional standpoint, the study can aid in making informed choices about which technologies to implement and the most effective methods for their integration within language programs (Godwin-Jones, 2018). The incorporation of technology into English language education has become increasingly prevalent, particularly due to the evolution of mobile technology, internet access, and educational software. Technology equips students with resources to practice all four essential language skills—listening, speaking, reading, and writing—through enjoyable and interactive methods (Chapelle, 2001). Students often utilize digital resources, including mobile applications like Duolingo and Memrise, writing and grammar tools such as Grammarly and Quillbot, and translation services like Google Translate, to facilitate independent learning (Kukulska-Hulme & Shield, 2008). Additionally, platforms for video content like YouTube, along with online educational systems such as Google Classroom and Edmodo, have broadened the opportunity for learners to access authentic English language material, allowing them to interact with real-life uses of the language.

Many studies emphasize how educational technology can positively influence learners' motivation, independence, and skills. For instance, Wang and Vásquez (2012) suggest that mobile-assisted language learning (MALL) offers students opportunities for just-in-time education and tailored study routines. Likewise, Reinders and White (2011) indicate that online platforms promote learner-centered settings, enabling students to manage their own learning speed and areas of concentration. In educational contexts, perception encompasses students' thoughts, emotions, beliefs, and attitudes regarding their learning experiences (Ajzen, 1991). In the realm of language acquisition, perception can significantly influence motivation, engagement, and overall academic achievements. Students who view technology as advantageous are more inclined to use it efficiently, while those who perceive it as challenging or ineffective may shy away from it, irrespective of its potential benefits (Dooly & Sadler, 2013). According to Ajzen's Theory of Planned Behaviour (1991), perceptions directly influence intentions and actions. This theory remains highly relevant in educational technology, as students' beliefs about the usefulness and ease of use of digital tools significantly influence their willingness to use them. For example, when students perceive a tool to be useful and user-friendly, they are more likely to actively use it. Lai and Gu (2011) emphasise that students' attitudes towards technology shape their independent use of digital resources. Recent studies also reinforce this perspective; for example, Wang et al. (2021) found that students' positive perceptions of mobile-assisted language learning (MALL) strongly predict their intention to continue using such tools. Similarly, Almusharraf and Khahro (2020) revealed that perceived ease of use and perceived usefulness are critical factors influencing students' engagement with online learning platforms. Understanding these perceptions enables educators to select and design technological tools that align with students' preferences, needs, and digital habits.

Numerous studies have examined how students perceive the role of technology in learning English. For instance, research by Al-Awidi and Ismail (2014) revealed that college students generally held favorable views toward the use of technology in language learning environments, particularly in enhancing their vocabulary and listening abilities. Similarly, Al Mahmud (2018) noted that although a majority of students appreciated using mobile applications for language acquisition, some encountered difficulties like technical problems and insufficient feedback. Additionally, Fathi and Rahimi (2020) investigated how Iranian EFL students utilized social media for English learning and discovered that while students valued the convenience and interactions, they simultaneously raised concerns about distractions and a lack of organization. Although many researchers have studied students' perceptions of

technology in English language learning, as done by the three researchers above, this study focuses on the general or international context and highlights the benefits and challenges of various technological devices. However, there are few studies that specifically investigate the perceptions of students majoring in English in different local or institutional environments. Diversity in technology access, academic environments, and cultural factors indicates that students' experiences and attitudes can vary significantly. Therefore, contextual research focused on specific groups, such as English language students in particular institutions, is necessary to better understand attitudes, challenges, and the effectiveness of technology integration in English language learning at the local level.

RESEARCH METHOD

The research foundation was implemented through a systematic approach that included the creation of research tools, formulation of study designs, and determination of data collection strategies. A comprehensive survey was designed after reviewing relevant literature, which included multiple-choice questions and open-ended questions to understand students' views on technology in the context of English language learning. The tools were evaluated by experts and revised as necessary to ensure clarity and relevance to the research material. A pilot study was conducted to improve the quality and reliability of the survey before its launch. Ethical considerations, including obtaining written consent and ensuring confidentiality, were taken into account before data collection. This study used a quantitative descriptive methodology, with data obtained through purposive sampling of students in English language education. Data collection was conducted between March and April 2025. To ensure the internal consistency of the instrument, Cronbach's alpha coefficient was calculated for the scaled items in the questionnaire, resulting in a coefficient of 0.87, which indicates high reliability. Responses were analysed using descriptive statistics and thematic analysis to produce comprehensive and reliable results.

Research Design

This study uses a quantitative descriptive method to explore English major students' perceptions of the influence of technology on learning. The use of a well-structured questionnaire in survey format is considered most appropriate for revealing patterns, attitudes, and insights in specific groups (Creswell, 2014). Compared to other methods, this method was chosen because it allows for efficient data collection from a larger sample, enabling the identification of trends and generalisations about student perceptions. Although qualitative methods offer depth, they are limited in scope and may not provide the broader perspective needed for institutional or curricular decision-making. Other types of research are not suitable for this study, as the primary objective is not to test cause-and-effect relationships but to describe existing attitudes and experiences. In this analysis, the main variables consist of independent variables, which relate to the application of technology in English language education (including the type of technology used, frequency of use, and tools applied), as well as dependent variables, which reflect students' views on the significance and effectiveness of technology in enhancing their learning experiences. Additionally, elements such as student motivation, engagement, and challenges faced when using technology are also analysed as part of a comprehensive perception.

Population and Sample

The research population consists of students currently enrolled in the English Language Education programme at STKIP Persada Khatulistiwa Sintang. The target sample includes students from semesters 2 to 8 who are actively involved in English language learning. Purposive sampling techniques were applied to select participants who have experience using technology in their learning, ensuring the relevance and depth of their responses. The estimated

sample size ranges from 50 to 100 students, depending on their availability and willingness to participate (Patton, 2002). The number of respondents is 88 participants. This sample range is consistent with previous quantitative studies on similar topics (e.g., Nguyen & Habók, 2021; Rahmat et al., 2023), which typically involved 60–150 respondents. Additionally, power analysis for a descriptive survey study with a moderate effect size (Cohen's $d = 0.5$), $\alpha = 0.05$, and power = 0.80 indicates that a minimum sample size of approximately 64 participants is sufficient to ensure statistically significant results. In line with these benchmarks and practical accessibility, the selected range is considered appropriate to achieve both reliability and analytical depth.

Instruments

Data was collected through a carefully designed questionnaire, which included both fixed-answer and open-ended questions. Initially, the research team developed the first version of the questionnaire by referring to relevant scientific works and setting research objectives. The initial version was then evaluated and approved by experts in the fields of English language education and educational technology to ensure its clarity and suitability for the content objectives. After revision, a pilot test was conducted by the researchers involving a small group of students not included in the main sample to evaluate the clarity and effectiveness of the questionnaire. Final revisions were made based on the feedback received. The distributed questionnaire consisted of 18 closed-ended items using a 5-point Likert scale, ranging from 'Strongly Disagree' (1) to "Strongly Agree" (5), to evaluate various factors including frequency of technology use, types of technology used, perceived usefulness, motivation levels, engagement, and challenges faced (Likert, 1932). Specifically, the items are divided as follows: 5 items on frequency of technology use, 3 items on type of technology, 4 items on perceived usefulness, 4 items on motivation. In addition, 6 open-ended questions were integrated to allow students to expand on their experiences and provide additional insights. Examples of the statements included: "I often utilize mobile applications to enhance my English learning," and "Using digital resources boosts my motivation to study English." The research team then distributed the questionnaire electronically through Google Forms, with printed versions available on request. Before taking part, researchers secured informed consent from every participant, ensuring that involvement was voluntary and that all responses remained confidential.

Data Analysis

Responses from the Likert scale were evaluated using basic statistical methods such as frequency counts, percentages, averages, and, if necessary, standard deviation (Field, 2013). Before drawing conclusions, the data was carefully processed to correct for outliers or missing information. Statistical analysis was performed using IBM SPSS Statistics version 24, ensuring accuracy and transparency in data processing. References are included for less commonly used statistical methods, along with a simple explanation of the comparisons made. Significant alpha values (p-values) are also displayed to identify statistical relevance. Data can be displayed visually using graphs such as bar charts and pie charts. Open-ended responses are analysed thematically for deeper insights (Braun & Clarke, 2006). Themes from qualitative data are identified through a systematic coding process, which involves repeated reading of the data to ensure understanding, followed by the formation of initial codes, which are then organised into potential themes. To validate the reliability of the coding, inter-rater reliability is evaluated by involving two independent coders to analyse the data, with differences discussed and resolved through consensus. To ensure the validity of the instrument, survey questions were developed based on previous research and evaluated by experts in the fields of English language education and educational technology (Cohen, Manion, & Morrison, 2011).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

In order to explore the perceptions of English Language Education Study Programme students towards the use of technology in language learning, the researcher used a survey instrument as a quantitative data collection method. The survey was structured in the form of a closed questionnaire consisting of several sections and using a 5-point Likert scale, where respondents were asked to state their level of agreement to various statements (1 = Strongly Disagree to 5 = Strongly Agree). The instrument was designed to identify their technology usage habits, perceptions of the effectiveness and benefits of technology in English language learning, and the challenges they face. In addition, the survey also explored aspects of motivation, engagement, learning independence, and the need for guidance in the use of technology. Demographic data such as gender, age, semester, and experience in using learning technology were also collected to provide a broader context to the results.

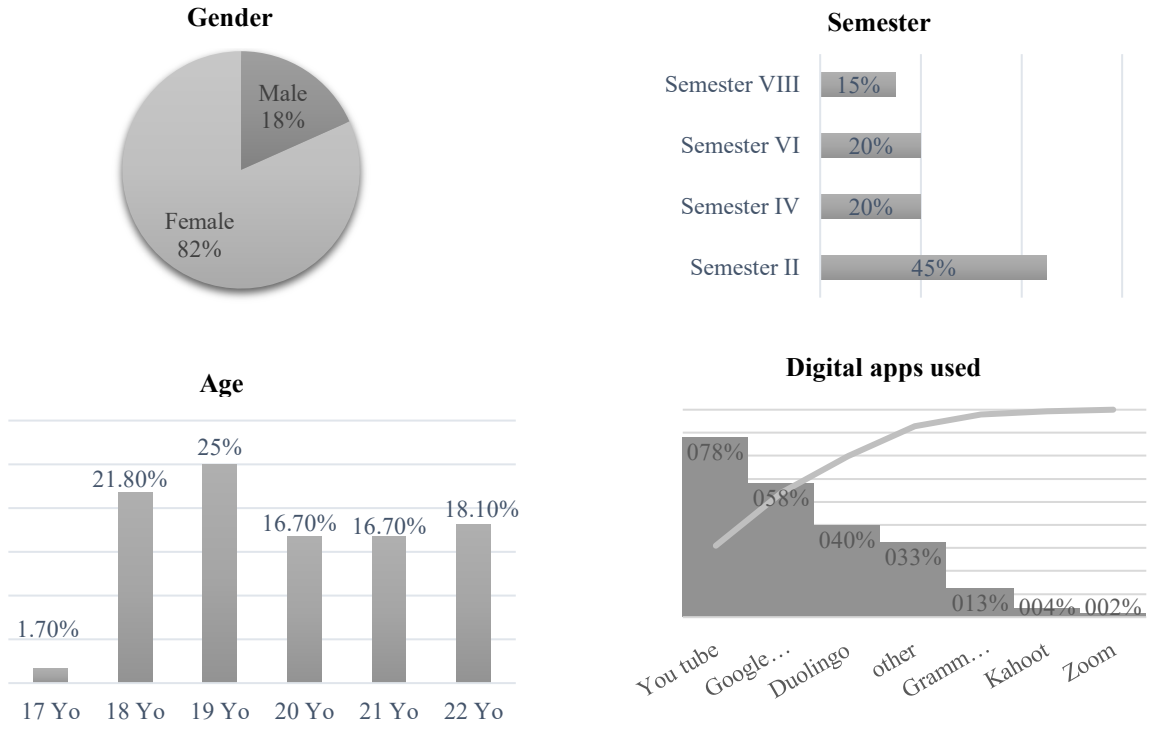

Figure 1. Demographic Information

The data above shows that the participants in this study were dominated by female students. This imbalance in proportion reflects the reality of the number of students in the English Language Education Study Programme at the research institution, where generally there are more female students than male students. This relatively young age is also closely related to a higher level of digital literacy than previous generations. Therefore, the positive perceptions towards the use of technology in English language learning seen from the survey results could be influenced by the age factor, where the participants grew up in an environment that is already familiar with digital devices. The students in this study used various apps to support their English learning. The most frequently used app was YouTube, followed by Google Translate, Duolingo, and Grammarly. In addition, there was also the use of apps such as Zoom, Kahoot, as well as a number of other apps mentioned in the 'other' category. The use of YouTube as the most dominant application shows that students prefer visual and flexible learning. Google Translate is still the main tool in understanding texts, while Duolingo is chosen because it offers interactive learning. The use of Grammarly indicates a concern for

correct writing, although it is not widely used. Meanwhile, apps like Zoom and Kahoot tend to be used in formal learning contexts. The choices in the other categories reflect the variety of learning strategies and students' creativity in utilising technology.

1. Survey Result

To obtain a more comprehensive picture of students' perceptions of the use of technology in English language learning, this study adopted a quantitative approach through the distribution of questionnaires. The results of this questionnaire were analysed based on five main aspects, namely Frequency and Usage, Perceived Usefulness, Motivation and Engagement, Autonomy and Flexibility, and Challenges and Concerns. Each aspect is designed to measure the extent to which technology is integrated in the learning process, how students perceive its usefulness, its impact on motivation and independence, and the challenges they face. By analysing the percentage distribution of respondents' answers to each statement, quantitative data is obtained that reflects the patterns of students' perceptions and experiences in using technology as a medium for English language learning.

The results of this survey not only reveal the general level of technology use, but also the emotional, cognitive and technical dynamics experienced by students in the digital learning process. The findings provide a basis for understanding the effectiveness of technology as an integral part of English language learning in the modern era, and provide important input for the development of learning strategies that are more adaptive and responsive to students' needs.

a. Frequency and Usage

Based on the statistical analysis of the survey data related to the frequency and pattern of technology use in English language learning, the findings show a positive trend towards the routine and purposeful use of technology by students. On the statement 'I frequently use digital tools to support my English learning,' 45.5% of respondents strongly agree and 30.9% agree, making a cumulative 76.4% of respondents show a high frequency of technology use in supporting their English learning process. Meanwhile, 18.2% of respondents were neutral, and only 5.4% disagreed and strongly disagreed, indicating that the use of technology has become an integral part of their learning activities.

The second statement, 'I access English learning apps or platforms at least once a week,' shows that 58.2% of respondents consistently access English learning apps or platforms at least once a week, consisting of 38.2% agreeing and 20% strongly agreeing. Neutral respondents accounted for 14.5%, while the rest disagreed (3.6% each for disagree and strongly disagree), indicating that the majority of respondents have fairly regular technology-based learning habits on a weekly basis. Furthermore, on the statement 'I use different types of technology depending on the English skill I want to improve,' 61.8% of respondents agreed and 20% strongly agreed, which cumulatively reflects that 81.8% of respondents use technology strategically and tailored to the language skill they want to develop, such as reading, writing, listening, or speaking. Only 12.7% of respondents were neutral, and 5.4% showed disagreement. Overall, this data shows that the frequency of technology use is high, and students not only use technology routinely, but also adopt a purposeful and selective approach in choosing the type of technology based on specific needs in English language learning. This indicates a strong integration of technology in students' learning patterns as well as great potential in optimising digital-based language learning.

b. Perceived Usefulness

Based on the results of the survey data analysis on the Perceived Usefulness aspect of Technology in English Learning, it was found that the majority of respondents had a very positive view of the contribution of technology in improving their language skills. On the statement 'Technology helps me improve my English vocabulary', 63.6% of respondents strongly agree and 30.9% agree, which means that cumulatively 94.5% of respondents

recognise that technology helps them expand their English vocabulary. Only a small percentage expressed neutral (1.8%) and disagree (1.8% each for disagree and strongly disagree), indicating that the benefits of technology in vocabulary acquisition are strongly felt.

On the statement 'Technology helps me improve my grammar and writing,' 56.4% of respondents agreed and 38.2% strongly agreed, making a total of 94.6% of respondents believe that technology contributes positively to their grammar and writing skills. No respondents were neutral, and only 5.4% showed disagreement, indicating a high level of trust in technology as a tool in this aspect of language. The statement 'Listening to English content on YouTube or podcasts helps improve my listening skills' also received a very positive response, with 52.7% of respondents strongly agreeing and 41.8% agreeing, so 94.5% of respondents felt that English content on digital platforms was effective in improving their listening skills. Meanwhile, only 5.4% of respondents were evenly spread across the strongly disagree, disagree and neutral categories. Finally, on the statement 'I believe using technology makes learning English more effective,' 47.3% of the respondents strongly agreed and 38.2% agreed, resulting in a total of 85.5% of the respondents having the belief that using technology increases the effectiveness of learning English. A total of 10.9% were neutral, and only 3.6% showed disagreement. Statistically, this finding shows that technology is not only frequently used, but also perceived as a very useful tool and has a positive impact on mastering various aspects of English language skills. The high percentage of respondents who gave answers in the agree and strongly agree categories reflects a strong belief in the effectiveness of technology in supporting better, efficient and enjoyable learning.

c. Motivation and Engagement

Based on the survey data on the Motivation and Engagement aspect, it can be seen that the use of technology in English language learning has a positive impact on students' motivation and engagement. On the statement 'I feel more motivated to learn English when using digital tools', 57.1% of respondents agreed and 30.4% strongly agreed, so that overall 87.5% of respondents felt more motivated to learn English when using digital tools. Only a small number of respondents were neutral (3.6%) or disagreed (3.6% strongly disagree and 5.4% disagree respectively), indicating that technology plays an important role in increasing learning enthusiasm.

The statement 'Technology-based learning is more enjoyable than traditional classroom methods' shows that although 46.4% of respondents agreed and 10.7% strongly agreed (57.1% in total), there were also 33.9% who chose neutral, and 8.9% who disagreed (1.8% strongly disagree and 7.1% disagree). This shows that although most respondents find technology-based learning more enjoyable, there is still a hesitation or reliance on traditional methods that may be considered more familiar or systematic. Furthermore, on the statement 'I feel more confident practicing English through technology', 55.4% of respondents agreed and 28.6% strongly agreed, with a total of 84% of respondents stating that technology gives them confidence in practicing English. Meanwhile, 12.5% were neutral, and only 3.6% showed disagreement (1.8% each for strongly disagree and disagree). Overall, the data shows that the use of technology not only increases learning motivation, but also creates a more enjoyable learning experience and fosters self-confidence. The high percentage of respondents in the agree and strongly agree categories confirms that technology has a significant role in enhancing students' emotional and psychological engagement during the English learning process.

d. Autonomy and Flexibility

Based on the survey results on the Autonomy and Flexibility aspect, the majority of respondents showed a positive view of technology's ability to support the independence and flexibility of learning English. On the statement 'Technology allows me to study English anytime and anywhere', 47.4% of respondents agreed and 42.1% strongly agreed, making a cumulative 89.5% of respondents felt that technology allows them to study English anytime

and anywhere. Only a small percentage expressed neutral (5.3%) or disagree (1.8% strongly disagree and 3.5% disagree), indicating that flexibility of learning time and place is the main benefit felt by the majority of students.

Furthermore, on the statement 'I feel more independent when learning English through technology', 49.1% of respondents agreed and 21.1% strongly agreed, totalling 70.2% of respondents who felt increased independence in learning. However, 22.8% of respondents were neutral, and 7.1% disagreed (1.8% strongly disagree and 5.3% disagree), indicating variations in perceived independence, possibly influenced by learning style preferences or level of ability to use technology. On the statement 'Technology helps me to learn at my own pace', 57.9% of respondents agreed and 21.1% strongly agreed, so 79% of respondents felt that technology helps them learn at their own pace. Meanwhile, 14% were neutral, and only 7% showed disagreement (3.5% each for strongly disagree and disagree). Overall, this data shows that technology significantly increases learning flexibility and provides space for students to learn independently and adjust their own learning pace. This reinforces the position of technology as an adaptive and responsive learning tool to individual needs in English language learning in the digital era.

e. Challenges and Concerns

In the Challenges and Concerns aspect, the survey results show that although the use of technology in English learning provides many benefits, students also face some significant challenges. In the statement "I sometimes face technical problems when using digital tools to learn", 47.4% of respondents agreed and 7% strongly agreed, meaning that more than 54% of students experience technical problems in using technology. Meanwhile, 33.3% stated that they were neutral, and only 12.3% disagreed (1.8% strongly disagreed and 10.5% disagreed), indicating that technical problems are still a fairly common obstacle. Another challenge that emerged was related to concentration when learning using digital devices. In the statement "I have difficulty focusing when using mobile applications because of distractions", 31.6% of respondents agreed and 19.3% strongly agreed, so that a total of 50.9% found it difficult to focus due to distractions when using mobile applications. 33.3% of respondents were neutral, which may indicate anxiety or dependence on the context of use, while 15.8% stated that they did not experience such difficulties. In addition, there is a need for guidance in utilizing technology. In the statement "I think I need more guidance from teachers on how to use technology effectively", 43.9% of respondents agreed and 21.1% strongly agreed, meaning that 65% of students felt the need for further direction from lecturers or teachers in utilizing technology optimally. 28.1% stated neutral, while only 7.1% stated disagree.

2. Interview Result

To gain a deeper understanding of students' perceptions of the use of technology in English language learning, researchers supplemented quantitative data with open-ended interviews with selected respondents. These interviews were conducted online and were voluntary. Participants were given the opportunity to answer three open-ended questions that aimed to explore their views and experiences in a more personal and reflective way. The questions asked included: (1) the technology or tool they prefer most in English language learning and the reasons for this, (2) the challenges they face in using technology to learn the language, and (3) their views on how teachers can more effectively integrate technology into the English language learning process. The responses provided were analyzed qualitatively to identify common themes and relevant input to enrich the findings of this study.

The majority of respondents mentioned YouTube as their favorite technology for learning English because this platform provides a variety of interesting, authentic, and easy-to-understand learning content. YouTube is considered to be able to help improve listening, speaking, and vocabulary skills through English-language learning videos, films, music,

podcasts, and vlogs. In addition to YouTube, other popular tools are Google Translate, which is often used to translate words or phrases that are not understood, and Duolingo, which is considered fun and motivating because it presents learning like playing games with daily mission and level features. Several respondents also mentioned ChatGPT and other AI-based tools such as Character AI and Gemini because they can help explain materials, improve grammar, and practice speaking with direct conversations. In addition, smartphones were mentioned because of their practicality in accessing various learning applications such as YouTube, Duolingo, TikTok, or Instagram. There are also those who use platforms such as Spotify, TikTok, DeepL, Quizziz, Pingo, Nearpod, and Blackbox to practice listening, reading, and translating skills in a more interactive and flexible way.

In general, respondents prefer technology that is easily accessible, interactive, fun, and provides contextual learning based on real content. The combination of several platforms is considered to be able to increase learning motivation and make the English learning process more effective and less boring. However, students also face various challenges in using technology for English learning. Technical problems are the most common obstacles faced, especially those related to the quality of internet connections, limited quotas, and devices with low specifications. In addition, access to important features in certain applications or platforms is often limited to the paid version, limiting the scope of learning. Other challenges include a lack of focus and discipline in learning due to distractions from other applications, as well as the quality and suitability of materials that are not always right, such as translation errors or unstructured content. Students also feel that they do not get enough opportunities to practice productive skills such as speaking and writing, as well as a lack of direct feedback from teachers. Some students have difficulty using technology because they are not used to it, and others realize that there is an excessive dependence on technology that can hinder critical thinking skills if not balanced with other learning methods.

Regarding their views on the integration of technology by teachers in English language learning, students suggested that teachers combine traditional methods and technology in a balanced way, making technology a tool, not a substitute for the role of teachers. The selection of digital applications and platforms that are appropriate to students' characteristics is also considered important, such as the use of Kahoot, Quizizz, Duolingo, or LMS. The use of audio and visual media such as videos, podcasts, and audiobooks is considered effective in improving listening and speaking skills, while involving students in creating content such as videos or podcasts themselves is also recommended. Students emphasized the importance of creating interactive and fun learning through online quizzes, educational games, and digital presentations. In addition, teachers are expected to provide clear support and guidance in the use of technology, as well as utilize platforms that support collaboration and communication, such as Zoom and Google Classroom. Finally, variation and flexibility in the use of technology are recommended so that learning is more adaptive to the diverse needs and interests of students.

Discussion

The survey results showed that students reported high frequency of technology use and appropriate strategies to support their English learning. This is in line with the theory proposed by Huang, Liaw, and Lai (2019), which states that routine and targeted technology use can enhance foreign language learning. Students not only accessed applications consistently but also selected tools tailored to specific language skills, indicating a level of metacognitive awareness in their technology use (Huang et al., 2019). However, although students perceived technology as useful—especially in improving vocabulary, grammar, writing, and listening—these perceptions of usefulness did not always equate to actual, measurable learning outcomes, which were not objectively assessed in this study.

This finding is consistent with Kohnke and Moorhouse (2020), who highlighted how the interactivity and accessibility of digital tools can enhance learning quality. However, response bias should be considered; students may report positive attitudes due to the social appeal or novelty effects associated with technology. Additionally, students' expressed confidence in using technology may not fully reflect their actual skill development, as no post-intervention testing or performance-based assessments were conducted.

In terms of motivation and engagement, students reported increased enthusiasm and confidence through digital devices, echoing the findings of Li and Lalani (2020). However, some students expressed a continued preference for traditional methods, perhaps stemming from learning habits, prior experiences, or the perceived cognitive load of navigating multiple digital platforms. This reflects the contradiction between learner autonomy and the ongoing need for structured guidance, which was explicitly noted by some students. While flexibility and self-directed learning were viewed positively—supporting Nguyen, Walker, and Holmes' (2018) emphasis on learner autonomy—students also expressed challenges related to digital distractions, device complexity, and lack of real-time feedback.

These barriers are consistent with Park and Son (2019), who identified technical difficulties and limited pedagogical support as barriers to effective technology use. These findings suggest that while students value the autonomy afforded by digital devices, they still rely heavily on teacher support, suggesting a tension between autonomy and the need for instructional scaffolding.

Furthermore, the study's exclusive reliance on self-reported data from a limited sample size limits the generalizability of the findings. There was no triangulation with performance metrics or longitudinal tracking, which limits our ability to claim sustained learning gains. Additionally, the cross-sectional survey design makes it difficult to establish causal relationships or track developmental changes over time.

Interview findings complement the survey by revealing specific student-preferred tools—such as YouTube, Duolingo, ChatGPT, and other AI-based platforms—that support the multimodal learning model described by Rasi, Vuojärvi, and Ruokamo (2019). These tools combine visual, auditory, and textual input, supporting contextual learning and exposure to authentic language use. Gamification platforms such as Duolingo appear to increase motivation, consistent with Al-Azzam (2021), while AI-based platforms facilitate interactive and personalized learning experiences, as noted by Tegos, Satratzemi, and Demetriadis (2021).

However, students highlighted practical challenges: limited access to stable internet, reduced focus due to multitasking, and inadequate feedback. These issues align with Park's (2020) revision of the Technology Acceptance Model, which emphasizes perceived ease of use, usefulness, and support structures as key to successful technology integration. Students' suggestions for combining digital tools with traditional classroom elements reinforce the blended learning model (Boelens, De Wever, & Voet, 2019), which advocates a balanced approach that integrates the strengths of both environments.

Finally, the findings emphasize that effective use of technology in language learning depends not only on students' attitudes but also on institutional and pedagogical readiness, as highlighted in the TPACK framework (Chai et al., 2020). Teachers must be equipped to effectively integrate technology, pedagogy, and content knowledge to achieve meaningful learning outcomes.

CONCLUSION

Based on the findings in this study, the results of the survey and interviews conducted, it can be concluded that students of the English Language Education Study Program have a high frequency of technology use and targeted utilization strategies in supporting English learning. Students show a positive perception of the benefits of technology, which has been proven

effective in improving vocabulary, grammar, writing, and listening skills. The use of technology also has a significant impact on motivation, engagement, and self-confidence in learning, as well as providing flexibility and independence in the learning process. However, challenges such as technical constraints, impaired concentration due to digital device distractions, and the need for guidance from lecturers or teachers are still obstacles that need to be overcome. Therefore, it is important for educational institutions to provide adequate technical support, training for lecturers, and distraction management strategies so that technology can be used optimally. These findings imply the need for technology integration in an adaptive and balanced curriculum with a face-to-face approach, and support the development of a blended learning model that combines technology and traditional methods to achieve more effective learning outcomes.

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