

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

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A B S T R A C T

Technology integration and Contextual Teaching and Learning (CTL) can support meaningful English learning when digital resources are connected to students' real-life experiences. This study explored how technology was integrated into contextual English learning and how these practices supported student engagement in a seventh-grade classroom in Pontianak, Indonesia. A qualitative case study involved one English teacher and 32 seventh-grade students. Data were collected through classroom observations, a semi-structured interview, and documentation, and analyzed using thematic analysis. The findings revealed three themes: technology integration, contextual learning practices, and student engagement. Technology was integrated through PowerPoint, educational videos, laptops, an Infocus projector, and Google Forms to support instruction, learning activities, and assessment. Contextual learning connected English materials with students' daily experiences. These practices supported students' participation, attention, interaction, enthusiasm, and motivation. The study contributes practical insight into combining simple technology with contextual teaching to create meaningful and engaging EFL learning.

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INTRODUCTION

The integration of technology into educational practices has become an important development in contemporary teaching and learning. Rapid technological advancement has influenced how teachers deliver instruction, access learning resources, and facilitate student participation in classroom activities. In English language teaching, technology has increasingly been used to support language learning through multimedia presentations, online platforms, educational videos, and digital assessment tools. These technological resources provide opportunities for teachers to create learning environments that are more interactive, flexible, and responsive to students' learning needs. Previous studies have reported that technology integration can facilitate student-centered learning, improve classroom interaction, and provide access to authentic language resources that support language development (R Godwin-Jones, 2022; N Hockly, 2022; G Kessler, 2021). The growing implementation of technology in English language classrooms has also changed the way students engage with learning materials. Technology-enhanced learning environments enable students to access information from multiple sources, participate in collaborative learning activities, and interact with learning content in various formats. According to Lai & Lin (2021), technology-assisted language learning provides opportunities for learners to engage with authentic language input and learning activities that extend beyond traditional classroom boundaries. Digital technologies can support meaningful language learning experiences by encouraging students to participate actively in learning processes and communication activities.

The use of technology in English language teaching has become increasingly important in many educational contexts, including Indonesia. As schools continue to adapt to technological developments, teachers are expected to incorporate digital resources into classroom instruction to improve learning quality and student participation. Research conducted by [Suryani et al. \(2021\)](#) indicated that technology integration has gradually become part of English language teaching practices in Indonesian secondary schools. Likewise, [Widodo & Dewi \(2023\)](#) highlighted that technological innovation can support more engaging learning environments and encourage teachers to implement creative instructional strategies. Supporting these findings, [Sari et al. \(2024\)](#) reported that the integration of digital learning media in English classrooms increased students' interest, facilitated classroom interaction, and supported the delivery of instructional materials. These studies suggest that technology can contribute to creating more engaging and meaningful English learning experiences. Despite the increasing use of technology in education, the effectiveness of English language learning does not depend solely on the availability of technological tools. Meaningful learning experiences require instructional approaches that enable students to connect academic content with their personal experiences and real-life situations. Learning becomes more effective when students are able to understand the relevance of learning materials to their everyday lives and apply knowledge in authentic contexts. Therefore, instructional approaches that emphasize meaningful learning and real-world application are considered essential in supporting students' understanding and engagement. One instructional approach that promotes meaningful learning is Contextual Teaching and Learning (CTL).

According to [Johnson \(2019\)](#), CTL is an approach that helps students connect academic knowledge with real-life situations, enabling them to construct meaning from their learning experiences. Rather than focusing solely on memorization and the transmission of information, CTL encourages students to actively participate in the learning process by relating new knowledge to familiar situations. Through contextual learning experiences, students are expected to develop a deeper understanding of learning materials and recognize the practical relevance of classroom instruction. In English language teaching, contextual learning provides opportunities for students to use language in meaningful and authentic situations. Learning activities are designed to reflect real-life communication rather than focusing exclusively on grammatical exercises or vocabulary memorization. By connecting English learning materials with students' daily experiences, teachers can create learning environments that encourage participation, interaction, and meaningful language use. Consequently, students may become more motivated to engage in classroom activities because learning is perceived as relevant and useful in their everyday lives.

In Indonesian EFL classrooms, the integration of technology is particularly relevant because English is generally learned as a foreign language, which limits students' opportunities to encounter and use English outside the classroom. Digital resources can provide additional exposure to English through visual, audio, and multimedia materials and can help teachers present language in ways that are more accessible to learners. However, technology alone may not guarantee meaningful learning. Integrating technology with Contextual Teaching and Learning (CTL) is therefore important because technology can provide accessible and engaging language input, while CTL helps students connect that input with familiar situations and everyday experiences. The combination can make English learning more relevant and encourage students to participate actively in classroom activities.

The integration of technology and contextual learning presents considerable potential for improving English language learning experiences. Technological resources can support contextual learning by providing authentic materials, visual representations, simulations, and interactive activities that help students relate classroom learning to real-world situations. Through the use of digital media, students can access learning materials that reflect authentic language use and engage in learning activities that encourage communication, collaboration, and problem-solving. Therefore, the combination of technology integration and contextual learning may contribute to the creation of learning environments that support meaningful learning and active student participation. Student engagement is widely recognized as a

critical factor influencing learning success. Engagement refers to students' active involvement, participation, attention, and commitment during learning activities. According to [Schindler et al. \(2021\)](#), student engagement can be observed through students' participation in classroom discussions, interaction with teachers and peers, and involvement in academic tasks. In language learning contexts, engagement is particularly important because language acquisition requires continuous interaction, communication, and active participation. Students who are actively engaged in learning activities are more likely to develop language skills and achieve positive learning outcomes.

Previous studies have highlighted the importance of both contextual learning and technology integration in promoting student engagement. [Rahmawati \(2022\)](#) reported that contextual teaching strategies can improve students' participation and involvement in English learning activities. Similarly, [Sirait et al. \(2024\)](#) found that learning activities connected to real-life situations encourage students to participate more actively in classroom discussions and language practice. In terms of technology integration, [Akramuzzaman \(2024\)](#) and [Himni \(2024\)](#) demonstrated that technology-assisted learning environments can enhance classroom interaction and support meaningful learning experiences. Although previous studies have provided valuable insights into technology integration and contextual learning, most research has examined these aspects separately or focused on evaluating the effectiveness of specific technological tools and instructional approaches. Limited research has investigated how technology integration and contextual learning are implemented simultaneously in authentic classroom settings. Furthermore, relatively little attention has been given to understanding how these combined practices support student engagement in English language learning, particularly at the junior high school level. Preliminary observations conducted in a seventh-grade classroom at a public junior high school in Pontianak indicated that the English teacher had begun integrating various technological tools into classroom instruction. PowerPoint presentations and educational videos were displayed using an in-focus projector, while Google Forms was utilized to conduct quizzes and formative assessments. These technological resources were used not only to deliver instructional content but also to connect learning activities with students' daily experiences. During classroom observations, students were actively involved in responding to questions, participating in discussions, and completing learning tasks related to real-life situations. The classroom was considered relevant for examining the simultaneous implementation of technology-based and contextual English learning practices because preliminary observations indicated that the teacher had experience integrating technology into English instruction and connecting learning activities with students' daily experiences. Therefore, the seventh-grade classroom provided an appropriate setting for examining how technology and contextual learning were implemented together in an authentic EFL classroom. Based on these considerations, this study aims to explore technology-based and contextual English learning practices in a seventh-grade classroom. Specifically, the study addresses the following research questions: (1) How is technology integrated into contextual English learning practices in the classroom? and (2) How do technology-based and contextual learning practices support students' engagement in English learning activities? The findings are expected to contribute to a deeper understanding of how technology integration and contextual learning are implemented in classroom practice and how these approaches support student engagement in English language learning.

The use of technology in English language teaching has received increasing attention over the past decade. The rapid development of digital technology has influenced the way teachers design and deliver learning activities in the classroom. Various technological tools, including multimedia presentations, educational videos, online learning platforms, mobile applications, and digital assessment tools, have provided new opportunities for teachers to create learning environments that are more interactive and responsive to students' learning needs. Through these tools, learning materials can be presented in more engaging ways, allowing students to participate more actively during the learning process. In the field of language education, technology is no longer viewed merely as a supporting tool but as an important element that can facilitate learning. [Godwin-Jones \(2022\)](#) argued that technological

developments have expanded learners' access to authentic language resources and enabled language learning to take place beyond the physical classroom. Likewise, [Hockly \(2022\)](#) highlighted the role of digital technology in promoting communication, collaboration, and learner autonomy. [Kessler \(2021\)](#) further explained that technology can support student-centered learning by encouraging learners to become active participants in constructing their knowledge. In addition, [Lai & Lin \(2021\)](#) emphasized that technology-assisted language learning allows students to interact more independently with learning materials while providing opportunities for continuous language practice. These perspectives indicate that technology can enrich language learning experiences when it is integrated meaningfully into classroom instruction.

However, meaningful learning does not depend solely on the availability of technological tools. Students are more likely to understand and retain knowledge when learning activities are connected to situations that are relevant to their daily lives. For this reason, instructional approaches that emphasize real-world connections remain important in language education. One approach that has been widely discussed in this regard is Contextual Teaching and Learning (CTL). [Johnson \(2019\)](#) explained that CTL encourages students to construct knowledge by linking new information with experiences and situations they encounter in everyday life. Through this process, learning becomes more meaningful because students are able to see the relevance of what they learn beyond the classroom context. [Johnson \(2019\)](#) further stated that CTL is built upon several interconnected components, including constructivism, inquiry, questioning, learning community, modelling, reflection, and authentic assessment. These components encourage students to take an active role in the learning process, collaborate with others, reflect on their experiences, and apply their knowledge in meaningful situations. Within English language teaching, CTL provides opportunities for students to use language in contexts that resemble authentic communication. Rather than focusing only on memorizing vocabulary or grammatical structures, students are encouraged to understand how language can be used in real-life situations. As a result, learning activities become more relevant to students' experiences and may foster greater participation during classroom instruction.

Student engagement is another important factor that contributes to successful learning. In language classrooms, engagement can be seen in the ways students participate in activities, interact with teachers and classmates, and demonstrate interest in learning tasks. [Schindler et al. \(2021\)](#) explained that student engagement involves behavioural participation, social interaction, and involvement in academic activities. Students who are actively engaged are generally more willing to contribute to discussions, complete learning tasks, and participate in collaborative activities. Because language learning requires continuous interaction and practice, maintaining students' engagement remains an important concern for English teachers. The relationship between technology integration, contextual learning, and student engagement has attracted growing interest among researchers. When technology is used to support contextual learning activities, students may find learning experiences more relevant and meaningful. Technology can provide access to authentic materials, visual resources, and interactive activities, while contextual learning helps students connect classroom content with situations they encounter in their everyday lives. The combination of these approaches may encourage students to participate more actively and become more involved in the learning process.

Previous studies have reported positive findings regarding the use of technology in English language teaching. [Akramuzzaman \(2024\)](#) found that technology integration contributed to the creation of interactive learning environments and supported meaningful learning experiences in EFL classrooms. Similarly, [Himni \(2024\)](#) reported that technology-assisted instruction enhanced classroom interaction and encouraged students to participate more actively during learning activities. In Indonesia, [Suryani et al. \(2021\)](#) observed that technology has gradually become an important part of English language teaching practices in secondary schools. [Widodo & Dewi \(2023\)](#) also emphasized that technology can support

innovative instructional practices and help teachers create more engaging learning environments.

Positive findings have also been reported in studies focusing on contextual learning. [Rahmawati \(2022\)](#) found that contextual teaching strategies encouraged students to become more involved in English learning activities and increased their participation during classroom interaction. Likewise, [Sirait et al. \(2024\)](#) reported that learning activities connected to students' real-life experiences promoted meaningful learning and encouraged active participation in discussions and language practice. Although the benefits of technology integration and contextual learning have been widely acknowledged, research examining how these approaches are implemented together in actual classroom settings remains limited. Most previous studies have tended to focus on specific technological tools or particular instructional strategies rather than exploring how technology and contextual learning interact within everyday classroom practice. Consequently, there is still limited understanding of how the integration of these approaches supports students' engagement, particularly in junior high school English classrooms.

The studies reviewed above suggest that technology integration and contextual learning can complement one another in supporting meaningful English language learning. Technology provides resources and opportunities that can enrich contextual learning activities, while contextual learning helps students connect learning materials with experiences that are relevant to their lives. Understanding how these approaches work together in classroom practice is therefore important for developing learning environments that encourage active student participation. To address this gap, the present study explores technology-based and contextual English learning practices in a seventh-grade classroom in Pontianak. Unlike previous studies that mainly examined technology integration or contextual learning separately, this study focuses on how both approaches are implemented simultaneously in classroom practice and how they support students' engagement during English learning activities. The novelty of this study lies in its examination of the interaction between technology integration and contextual learning within an authentic classroom context and its contribution to student engagement in English language learning.

METHOD

This study employed a qualitative case study design to explore technology-based and contextual English learning practices in a seventh-grade classroom. A qualitative approach was considered appropriate because it enables researchers to gain an in-depth understanding of classroom practices and participants' experiences within their natural setting ([Creswell, J. W., Creswell, 2018](#)). Furthermore, a case study design focuses on investigating a contemporary phenomenon within its real-life context, making it suitable for examining how technology integration and contextual learning were implemented in English classroom activities ([Yin, 2018](#)).

The participants of this study consisted of one English teacher and 32 seventh-grade students at a public junior high school in Pontianak, Indonesia. The teacher was selected through purposive sampling because the teacher had experience integrating technology into English language instruction. The seventh-grade classroom was selected because preliminary observations indicated that technology was used during English instruction and that learning activities were connected with students' daily experiences. Thus, the classroom provided a relevant setting for examining the simultaneous implementation of technology-based and contextual learning practices. The 32 students participated as observed participants during classroom observations, while the English teacher served as the primary interview participant.

Data were collected through classroom observations, semi-structured interviews, and documentation. Classroom observations were conducted to examine how technology was integrated into English learning activities and how contextual learning principles were implemented during classroom instruction. Semi-structured interviews were conducted with the English teacher to gain deeper insights into the teacher's experiences, perspectives, and

challenges regarding the implementation of technology-based and contextual learning practices. In addition, relevant documents, including lesson plans, learning materials, classroom photographs, and digital learning resources, were collected to support and enrich the research findings.

The observation and interview indicators were developed based on three main theoretical frameworks: Contextual Teaching and Learning (CTL) proposed by [Johnson \(2019\)](#), technology integration in language learning discussed by [Godwin-Jones \(2022\)](#), [Hockly \(2022\)](#), and [Kessler \(2021\)](#), and student engagement indicators described by [Schindler et al. \(2021\)](#). These frameworks guided the development of indicators related to technology use, contextual learning practices, classroom interaction, and student engagement during English learning activities. The semi-structured interview was conducted face-to-face after the classroom observation sessions and was audio-recorded using a mobile phone recorder to facilitate accurate transcription and analysis.

Several instruments were employed to support the data collection process. An observation sheet was used to record classroom activities related to technology integration, contextual learning practices, classroom interaction, and student participation. The observation indicators focused on the use of technology during instruction, the implementation of contextual learning activities, teacher-student interaction, collaborative learning, and students' engagement throughout the learning process. An interview guide consisting of open-ended questions was also developed to support the semi-structured interviews. The questions were designed based on the research objectives and focused on technology integration, contextual learning implementation, meaningful learning experiences, classroom interaction, and student engagement. Through these questions, the researcher explored the teacher's perspectives, experiences, and challenges in implementing technology-based and contextual English learning practices. Documentation, including lesson plans, teaching materials, PowerPoint presentations, videos, Google Forms assessments, and classroom photographs, served as supplementary data to strengthen the findings obtained from observations and interviews.

The collected data were analyzed using thematic analysis proposed by [Braun & Clarke \(2021\)](#). The analysis followed six phases: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Through these stages, patterns and themes related to technology integration, contextual learning practices, and student engagement were identified and interpreted. The findings were subsequently analyzed to provide a comprehensive understanding of how technology and contextual learning were implemented in English classroom activities.

To ensure the trustworthiness of the findings, methodological triangulation was employed by comparing data obtained from classroom observations, semi-structured interviews, and documentation. Information gathered from different sources was examined to identify consistent patterns and enhance the credibility of the findings. In addition, member checking was conducted by confirming selected interview results with the teacher to ensure the accuracy of the researcher's interpretations.

FINDINGS AND DISCUSSION

Findings

Technology Integration

The first theme identified from the data concerns the integration of technology in English learning activities. Evidence from classroom observations, teacher interviews, and supporting documents consistently demonstrated that technology was integrated into instructional practices through the use of PowerPoint presentations, educational videos, digital equipment, and online assessment tools.

Table 1. Technology Integration in English Learning Practices

Category	Subcategory	Evidence
Technology Integration	PowerPoint Presentation	PowerPoint slides were used to deliver learning materials and explanations.
	Educational Videos	Videos were displayed through an Infocus projector to support students' understanding.
	Digital Equipment	Laptops and an Infocus projector were used during classroom instruction.
	Digital Assessment	Google Forms was utilized as an assessment tool outside classroom observation sessions.

Classroom observation revealed that digital media played an important role throughout the learning process. The teacher presented lesson materials using PowerPoint slides and displayed educational videos through an In focus projector. These resources were used to introduce lesson content, provide examples, and support explanations during classroom activities. Students appeared attentive while viewing the videos and followed the teacher's explanations based on the digital materials presented.

The interview data reflected a similar practice. The teacher explained that technology had become a regular component of classroom instruction:

"Usually, I use media such as an In focus projector, a laptop, and PowerPoint." (T1)

Among the various technological resources employed in the classroom, educational videos were considered particularly valuable. The teacher repeatedly emphasized that videos attracted students' attention and increased their interest in learning activities:

"Videos are very helpful because students are more interested when learning materials are presented through videos." (T1)

The teacher further explained that videos helped reduce monotonous classroom instruction and encouraged students to become more involved in the lesson.

Documentation data strengthened these findings. The lesson plan, PowerPoint slides, classroom photographs, and digital learning materials confirmed the integration of technology during English learning activities. Documentation also indicated that Google Forms was used as an assessment tool, although it was not implemented during the observation session because students and the teacher did not use mobile phones in class at that time. Instead, online assessments were usually conducted outside classroom hours. Taken together, the observation, interview, and documentation data indicate that technology was integrated into English learning through multiple digital resources that supported instructional delivery, classroom interaction, and learning activities.

Contextual Learning Practices

The second theme emerging from the data relates to the implementation of contextual teaching and learning practices. The collected data indicate that English learning activities were frequently connected to students' daily experiences, enabling students to understand lesson content through situations that were familiar to them.

Table 2. Contextual Teaching and Learning Practices

Category	Subcategory	Evidence
Contextual Learning	Daily-Life Connections	Learning materials were linked to students' everyday experiences.
	Real-Life Topics	Topics included daily activities, days, months, and time expressions.
	Conversation Activities	Learning activities often began with simple conversations related to the lesson topic.
	Meaningful Learning Tasks	Students completed tasks connected to real-life situations.

Observation data showed that the teacher regularly connected learning materials to situations encountered by students in their daily lives. During the lesson, examples were drawn from topics such as daily activities, names of days, months, and expressions of time. Learning tasks were also designed around situations familiar to students, allowing them to relate classroom content to their personal experiences.

The teacher's interview responses supported these observations. According to the teacher, contextual learning activities commonly focused on situations that students encounter in everyday life:

"Usually, contextual activities are related to daily activities." (T1)

The teacher also explained that conversation activities were frequently used before students completed learning tasks. Through these activities, students were introduced to contexts that helped them understand the purpose of the lesson and the language being learned.

When asked about the importance of contextual learning, the teacher stated:

"Contextual learning is very important because it is clearer and easier for students to understand." (T1)

This statement reflects the teacher's belief that learning becomes more meaningful when students are able to connect lesson content with situations they already know and experience. Supporting documentation, particularly the lesson plan and instructional materials, also demonstrated that lesson topics were closely related to students' daily lives. These materials provided additional evidence that contextual learning principles were incorporated into classroom practice. Overall, the data suggest that contextual teaching and learning was implemented by linking English materials to authentic situations, familiar experiences, and meaningful classroom activities.

Student Engagement

The third theme concerns student engagement during technology-based and contextual learning activities. Evidence gathered from observations, interviews, and documentation suggests that students demonstrated active participation, interest, and enthusiasm throughout the learning process.

Table 3. Student Engagement through Technology-Based and Contextual Learning

Category	Subcategory	Evidence
Student Engagement	Active Participation	Students answered questions and participated in classroom discussions.
	Attention and Interest	Students paid attention to videos and teacher explanations.
	Classroom Interaction	Students interacted with the teacher and their classmates during learning activities.
	Learning Motivation	Students showed enthusiasm and confidence throughout the lesson.

During classroom observation, students were actively involved in learning activities. Following the presentation of lesson materials and videos, the teacher encouraged students to respond to questions and participate in discussions. Several students provided answers and responses to the teacher's questions, indicating active participation during the lesson. Students also appeared attentive while watching educational videos and listening to classroom explanations. Observation notes showed that students demonstrated interest in the learning activities and maintained their attention throughout the lesson. In addition, students interacted with one another by listening to and responding to their classmates' answers during classroom discussions. The interview data reinforced these observations. The teacher described students' responses to technology-supported learning as highly positive:

"They are very enthusiastic. They are more excited compared to the usual teaching method." (T1)

The teacher also reported that technology positively influenced students' participation in classroom activities:

"They become more active, more enthusiastic, and more motivated to learn." (T1)

Contextual learning activities appeared to contribute to student engagement as well. According to the teacher, students understood the material more easily when they were able to observe examples, understand the concepts, and then apply them in practice:

"They understand better because they see it first, understand it, and then do it." (T1)

The teacher further explained that students were able to use what they learned in their everyday lives:

"They can apply it in their daily lives." (T1)

Documentation data, particularly classroom photographs, provided additional evidence of student participation and interaction during learning activities. The photographs showed students engaging with learning materials and participating in classroom activities supported by technology. Overall, the triangulated data indicate that technology-based and contextual learning practices supported student engagement by encouraging participation, maintaining attention, fostering interaction, and increasing students' motivation during English learning activities.

Discussion

The findings of this study indicate that technology is integrated in the English classroom through the use of PowerPoint presentations, educational videos, laptops, and Infocus projectors. These tools are mainly used to support the delivery of learning materials and to help students understand lesson content more effectively. In addition, Google Forms is used as a form of digital assessment, although it is implemented outside classroom observation sessions. Among the technologies used, video-based instruction appears to play the most significant role in attracting students' attention and increasing their engagement. Students tend to be more focused and responsive when learning materials are presented in visual form. This supports [Almås et al. \(2021\)](#) and [Razawi et al. \(2023\)](#), who state that video-based learning enhances learner engagement due to its multimodal characteristics. [Mayer \(2020\)](#) further explains that multimedia learning improves cognitive processing by integrating visual and auditory input, which facilitates deeper understanding.

However, the findings also show that the integration of technology remains at a basic level. Technology is mostly used as a presentation tool rather than as a medium for interaction or collaborative learning. This indicates that the use of technology in the classroom is still at the substitution stage, where digital tools replace traditional ones without significantly changing pedagogical practices ([Nicky Hockly, 2022](#); [Widodo & Dewi, 2023](#)). From the perspective of TPACK, [Mishra & Koehler \(2021\)](#) argue that effective technology integration requires a balance between technological, pedagogical, and content knowledge, which is still limited in this context.

In relation to contextual teaching and learning, the study reveals that English learning activities are closely connected to students' daily life experiences, such as daily routines, time expressions, days, and months. The teacher also uses simple conversational activities to introduce lesson topics. This helps students understand the material more easily because they can relate it to familiar situations. [Johnson \(2019\)](#) emphasizes that learning becomes meaningful when students connect academic content with real-life contexts. Similarly, [Berns & Erickson \(2021\)](#) highlight that contextual learning supports knowledge construction through real-world application.

The implementation of contextual learning in this study is also supported by previous research which shows that contextual approaches can increase student participation and understanding because learning materials become more relevant to students' lives ([Nurhadi et al., 2022](#); [Putra et al., 2023](#); [Rahmawati, 2022](#); [Sirait et al., 2024](#)). In addition, contextual learning contributes to students' communicative competence in English as it helps them

understand how language is used in real-life communication (Lestari et al., 2024; I. P. Sari & Fitriana, 2023). Regarding student engagement, the findings suggest that students demonstrated behavioral and emotional engagement, while indications of cognitive engagement were observed through their responses to contextual learning activities. Behavioural engagement is reflected in students' participation in answering questions and discussions, emotional engagement is shown through their enthusiasm during video-based learning, and cognitive engagement appears in their responses to contextual questions. Schindler et al. (2021) Explain that student engagement is multidimensional and influenced by instructional design and learning environment.

The combination of technology and contextual learning contributes positively to student engagement. Students become more attentive, active, and motivated during classroom activities. This aligns with Bond et al. (2022) and Akramuzzaman (2024), who found that technology-enhanced learning environments improve student motivation and participation. Contextual learning further strengthens engagement because students can relate learning materials to their real-life experiences (Putra et al., 2023; Sirait et al., 2024). However, engagement is not evenly distributed among students. Some students actively participate, while others remain passive. This suggests that student engagement is not only influenced by instructional strategies but also by individual factors such as confidence, motivation, and language proficiency (Fredricks et al., 2022).

Overall, the integration of technology and contextual teaching and learning create a more meaningful and engaging learning environment, although its implementation is still in the early stage of pedagogical transformation.

This study addresses the gap identified in the introduction regarding the limited research on the simultaneous integration of technology and contextual teaching and learning in real classroom settings. While previous studies have tended to focus separately on technology use or contextual learning strategies, the present study provides empirical evidence on how both approaches interact in an actual junior high school English classroom. The findings contribute to a better understanding of how technology, when combined with contextual learning principles, can support student engagement in EFL classrooms, particularly in contexts with limited technological resources.

This study contributes to the understanding of technology-supported contextual learning by demonstrating that meaningful technology integration does not necessarily require sophisticated digital resources. In the observed classroom, relatively simple technologies were combined with contextual learning activities to connect English instruction with students' everyday experiences. The findings therefore suggest that the pedagogical use of technology, rather than the complexity of the technology itself, is important in creating meaningful and engaging EFL learning experiences.

CONCLUSIONS

This study contributes to a better understanding of how technology integration and Contextual Teaching and Learning can work together in an authentic Indonesian EFL classroom. Rather than demonstrating that advanced technology is necessary for meaningful learning, the study shows that relatively simple digital resources can become useful when they are connected to students' everyday experiences and supported by appropriate teaching practices. The findings have practical implications for English teachers and schools. Teachers can use accessible technologies such as PowerPoint, educational videos, and digital assessment tools while designing learning activities that relate English content to students' real-life contexts. Schools can support this practice by maintaining basic technological facilities and providing opportunities for teachers to develop their pedagogical use of technology. The study was limited to one English teacher and one seventh-grade classroom in a single public junior high school. Therefore, the findings should be interpreted within the context of the study. Future research involving multiple teachers, classrooms, and schools, as well as students' perspectives, could provide a broader understanding of technology-supported contextual English learning.

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