Teacher's Reflection and Students' Perception of the Use of Technology to Promote Student Engagement in English Class at SMA Negeri 3 Demak Academic Year 2024/2025

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Article Info	Abstract
	This research aimed to explain the teacher's reflection and students' perception regarding the Use of Technology to Promote Students' Engagement in English Class at SMA Negeri 3 Demak in 2024/2025 Academic Year. The design of this research is qualitative research. In collecting data, the researcher used questionnaires and interviews. The students filled out the questionnaire to fulfill the students' engagement about using technology in the English class, supported by the open question interview from the English teacher and students of SMA Negeri 3 Demak. The sample of this research is the eleventh grade with 32 students. The research used random sampling to decide the research sample. This study's result revealed that technology can improve the student's engagement in English class. The findings indicate that when effectively implemented, technology enhances students' engagement by providing interactive and personalized learning experiences. Overall, the research highlights that the use of technology can transform educational practices and improve learning outcomes while emphasizing the importance of learning to ensure equitable access and benefits for all students. The findings and discussion showed that the use of technology makes students engaged, pay attention, interested, motivated, focus, have fun, actively participate, understand the material, interact with each other, enjoy, like, interact, develop their ability, improve communication skill, enhance, and enthusiasm

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INTRODUCTION

In this digital era, technology has become critical in education, especially in teaching English. Along with rapid progress in technology, information, and communication, education has experienced a significant transformation in materials delivery and interactions between teachers and students. In this context, teachers must integrate technology into teaching and learning. They are responsible for imparting knowledge and creating an engaging and interactive learning environment using digital tools.

The development of technology has forced many institutions of education to change the learning process by utilizing technology to become more relevant. Students are now more used to various digital platforms and tools for online learning, which opens up new opportunities for teachers to explore innovative teaching methods. However, challenges also arise related to the effectiveness of technology and how matters that influence experience study students.

If technology is applied correctly, it can push various dimensions of involvement: behavior (participation) in activity learning, cognitive (investment) in education, and emotional (reactions) affective to experience learning. However, technology does not ensure improved engagement; its effectiveness depends mainly on how technology is integrated into practice pedagogy and how students look at its value in learning English, especially in learning. It relates to the research by Alyousif and Alsuhaibani (2021). He indicated that using technology to teach English can increase students' motivation and engagement in learning.

Furthermore, using technology to learn the language of English has become a focus in modern education. Draft involvement in students learning the English language has developed significantly with the existence of technology. Research by Martinez-Torres et al. (2019) showed that students involved show a higher level of participation, retention skills in more languages, and improved motivation for study.

The successful implementation of technology in teaching language depends on the practice teacher's reflection and perception of students about its usefulness and effectiveness. Therefore, it is essential to understand how teacher reflection and perception of students can influence the use of technology in English class. Kaur and Nadarajan (2020) emphasized that application learning based on technology, such as Kahoot!, can create an atmosphere of positive and enjoyable learning, contributing to engaging students.

Teacher reflection plays a vital role in integrating effective technology in teaching English. According to Howard and Thompson (2021), teachers who are regularly involved in practice reflection are more ready to adapt and optimize the use of technology to fulfill the needs of study students. The reflection process allows teachers to evaluate pedagogical choices critically, assess impact-enhanced activities with technology, and make the right decision about future implementation.

The previous study of this research based on Alkram et al. (2022) discovered that teachers have good attitudes about technology integration in teaching-learning practices. In line with this Pardade (2020) reported that teachers had a positive impression of ICT use in EFL learning and teaching activities. When technology is used in educational settings, it may boost instructor expertise while also supporting students' learning and motivation (Boonmoh et al., 2021).

Furthermore, the investigation was conducted by Utaminingsih et al. (2023). They discovered that both teachers and students see technology as a valuable tool for improving the quality of learning and encouraging active engagement in class. The study was conducted by Novarita and Srikandi (2021). They found that students placed a high value on the perceived utility and simplicity of use of mobile technologies for learning English.

It was also discovered that preservice teachers are more comfortable working with instructional technology that contains templates than with instructional technology activities that need custom creation (Zakrzewski and Newton,

2023). Students were able to better themselves and become more motivated when they used PowerPoint as a teaching tool for learning English in the classroom according to Ledy and Syafryadin (2023). Therefore, technology indicates that a new learning method in higher education is digital learning. YouTube channels and other technologically advanced language learning platforms have become increasingly important to learners (Tahmina, 2023).

The previous study according to Mulyani et al. (2025) found that technology-based learning has gained popularity, with a significant increase in the use of software, applications, and digital learning platforms. Additionally, Farouqa et al. (2022) discovered that technology can be used in higher education and offered suggestions for ways to encourage student participation with contemporary technologies.

Those previous studies are different from this study because they study teachers' practice teaching as well as how students respond use of technology in class language English. It has not been discussed in the previous studies. Therefore, this study fills in the gap.

Based on the results of preliminary observation conducted at SMA Negeri 3 Demak, the researcher obtained information that the school had used technology in learning English to improve students' engagement. Therefore, the researcher studied teacher reflection and students' perception of the use of technology in English class language in senior high school (SMA) schools. Teacher reflection includes evaluation and analysis of their experience using technology, including challenges faced, strategies implemented, and impact of the use of technology on the engagement of students. On the other hand, students' perception of the use of technology is essential for understanding because they are users of the applied teaching method.

METHOD

This research used qualitative study. This research focuses on teacher's reflections and students' perceptions of using technology to promote student engagement in English class.

The research subject is senior high school students in grade XI and 1 English teacher.

In collecting data, this research used questionnaires and interviews. The questionnaire and interview are adapted from Fredrick (2011). There were several activities that the researcher took during the data collection period: the researcher did the teachers' reflection by giving the questionnaire and open question interview. According to Creswell (2013), a questionnaire is a type of survey design that participants fill out and return to the researcher. The researcher used a questionnaire as a study tool to the students' responses and teachers of the use of technology to promote student engagement in English class. The questionnaire consists of 20 questions, and the open question interview.

The questionnaire was filled out by the one teachers through Google Forms, and the open question interview was done to support the strong data analysis of the questionnaire. Then, the researcher gave the questionnaire through Google Forms to the students and also the open question interview. The students answered through Google form. The result of the google form are interpreted and it is analyzed.

This research was conducted at SMA Negeri 3 Demak, which is the teacher fulfilled the questionnaire on January 17th, 2025. Then, the student's questionnaire on January 22, 2025. The main subjects in this study were 32 students in grade XI MIPA 6 and one teacher from SMA Negeri 3 Demak in the academic year 2024/2025.

The open question interview did through the Google Form. The teacher fulfilled question on January 17th 2025. Then, the student's fulfilled the question on January 22, 2025.

To analyze the data result on this study the researcher used the Fredrick (2011) theory of engagement on the use of technology in English class. The kind of analysis that the researcher is analyzed the data after collecting the data. Further, the analysis of the research by conducting the questionnaire and interview with teacher, and students. Then, the researcher exploring reflection and perception of technology to promote students engagement in English class.

The researcher analyzing each transcript obtained from questionnaires and interviews to obtain general information (generalization). Then, summarizing the data based on the questionnaires and interviews.

Drawing the conclusion based on the result of the data analysis: how teachers' reflection and students perception the use of technology on students' engagement in English class at SMA Negeri 3 Demak academic year 2024/2025. After that, the data is displayed in the form of text.

RESULTS AND DISCUSSIONS

This chapter presents the results and discusses the teachers' reflections and students' perceptions of the use of technology to promote student engagement in English class. This research aims to explain to the teachers' reflections and students' perception of the use of technology in the teaching-learning process in English classes at SMA Negeri 3 Demak in the academic year 2024/2025.

Result

Teacher's reflection on the use of technology in English class to promote student engagement

This finding presented the results of teachers' reflections on using technology to improve student engagement in English class. The data was obtained from the questionnaire and the interview with one English teacher at SMA Negeri 3 Demak. The data result was processed and analyzed to explain the use of technology to promote student engagement in English class. The questionnaire was filled by the teacher using google form. The 20 closed ended questionnaire, and the open question for the interview. Here, the questionnaire results consisted of 20 questions, and the interview consisted of 7 questions to support the data result.

Based on the questionnaire, the researcher labeled each question with Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). The findings of each question of the teacher's reflection on the use of technology in

English class to improve student engagement are explained in the further discussion.

Regarding the questionnaire, the teacher mostly agreed with the questions number one until number sixteen. The result showed that the teacher 75% agreed the used technology to promote students' engagement in English class. According to the data, the use of technology affects the student's engagement aspect in English class. This means that the students are engaged, gave attention, interested, motivated, focused, fun, understood, interaction each students', enjoyed, interactive, developed their English skill, increased communication skills, creative and enthusiastic in the learning process.

According to the data, most technology affects the student's engagement aspect. This means the students are interested, active, and enjoy the learning process based on the teacher's completed questionnaire.

To get more supported data from the questionnaire, the researcher interviewed the teachers with the open question to know their reflections on learning English using technology. The interview result, the teachers thought learning English using technology was engaged the students, they felt more fun, enjoyable, and comfortable. Here is some evidence:

The first question is, "Whether the teachers use technology in teaching English?" The teacher answered, "Yes." Then, the teacher was asked to choose some examples of technology they may use in teaching English class. The technology is HP, LCD, PPT, Video, Computer, and Canva. In addition, the questions about the teacher's applications used in the teaching and learning process include Quizizz, Padlet, Kahoot, Ed Puzzle, Quizlet, Match Master, and Gap Master.

The last question is whether teachers need to use technology to teach English. Here are some of the answers:

T: "Always" is the reason; it does not mean we use it daily. Technology makes students seem more enthusiastic because there are still problems with students who do not have internet data.

Regarding the result above, technology has a positive impact on students, especially their engagement in English class

Students' perception the use of technology to promote engagement in English class

The results of this study present students' perceptions of the use of technology in enhancing engagement in English class. Data from the questionnaire and interviews with 32 students at SMA Negeri 3 Demak were analyzed to explain the students' perception of the use of technology in English class. Here are the results of the questionnaire, which consisted of 20 questions, and the interview, which consisted of 7 questions. The researcher also labels the students from S1 until S32, which means Student 1 until Student 32.

The findings of each question on students' perception of the use of technology in English class to improve student engagement are explained as follows. The data result showed that the question about the use of technology makes students more interested in studying in English class. From the data presented, students 46,9 % agree that technology makes them more interested in studying English. The next question is whether technology motivates students to study in English class. Most students, 50%, agree that technology can motivate them while they study in English class. The other question aims to understand how technology makes students more focused during English class. The students agreed that technology can make students focus while studying English support.

The question is intended to know how technology can develop students' ability to study English. It concluded that most students agree that using technology can develop their ability, with 56,3% of total presentations. A further question about using technology to participate actively in English class is asked. The students agree that using technology can make them actively participate during the lesson.

The next question in this section is whether technology makes students pay attention in English class. Most of the students agreed that technology can make students pay more attention during the lesson. The question concerns using technology to make students more interactive in English class. The data shows that 46,9% agreed

that technology can make students more interactive in the classroom. Next, the question aims to determine whether students can interact more with their friends using technology. The data showed that 21,9% strongly agree, 43,8% agree. Most students agree that using technology can help them interact with their friends in English class.

Furthermore, the question is intended to know whether the students enjoy studying English when the teacher uses technology. Half of the students agree that they enjoy the classroom while the teacher uses technology in teaching and learning. The question is whether students like studying English when the teacher uses technology. It can be seen that the students agree that they like it when the teacher uses technology during the class. The question is about how the students engage during the English class by using technology. It can be concluded that the students engaged during the lesson using technology.

The question concerns using technology during class; students can express their preferences and opinions. This can be seen from the 34,4% of students who agree that they prefer using technology in the classroom. The question concerns using technology to improve students' communication skills during English class. Thus, most students agree that using technology can improve their communication skills. Next, the question aims to determine how technology enhances students' ability to think creatively in English class. More than half of the students, 62,5%, agree that technology enhances students' ability to think creatively.

Furthermore, the question is whether the students are more enthusiastic about using technology in English class. The result of the data presented 43,8% agree that the students are enthusiastic when the teacher uses technology in English class. The question is whether the students are more confident in using technology in English class. Half of the students agree that technology helps them become more confident in English class. A further question is whether the teacher uses technology. I am not interested in English class. The highest percentage is neutral,

meaning students do not have a problem with whether the teacher uses technology. The question is whether using technology in English class is fun. Thus, it seems that the students had fun using technology during the lesson.

The question about the students interacting more with my friends by using technology. Based on the percentage, the students are neutral, both using technology and not, but it supports the students' strong agreement that they prefer the English class while studying using technology. The last question concerns using technology to make me comfortable in English class. The data result showed that most of the students were neutral, but it is supported by the 40,6% that the students agree that using technology is more comfortable in English class.

To support the data from the questionnaire, the researcher interviewed students to learn their perspective on learning English using technology in their engagement class. Based on the analysis of the interview results, most students said that technology helps them understand English class. They also said it was fun, engaging, comfortable, enjoyable, etc.

According to the questionnaire, the first question concerns how the teacher uses technology in the classroom. Of the 24 students, 75% said that the teachers had used technology in the school, and nine (28.1%) said that the teachers don't use technology. Teachers mostly use technology in the teaching and learning process.

The next question was about the technology the teachers used. There were some answers: The teachers used headphones with 29 (90,6%), LCD 12 (37,5%), PPT 20 (62,5%), Video 17 (53,1%), and computer 3 (9,4%). Further, the teachers used some applications: Quizizz 22 (68,8%), Kahoot 3 (9,4%), doesn't use Technology 5 (15,6%), YouTube 2 (6,3%), and Canva 1 (3,1%). The other application that the teachers used was Google Forms. Additionally, 31 (96,9%) students said they were more interested in studying English using technology. The students said 30 (93,8%) teachers have been using technology and just 2 (6,3%) teachers do not. The students said 7 (21,9%) are not interested

in studying and don't use technology, and 25 (78,1%) said no.

Some of the students answered that using technology to study English is 1 (3,1%) always, 3 (9,4%) always, 28 (87,9%) sometimes, and 1 (3,1%) never. Here are some of the student's perceptions of using technology to promote engagement in English class:

S4: More understanding of using technology

S5: Students more enthusiasm

S8: Sometimes, we need to find some information using technology

S19: To refresh students brain

S20: Making students interaction

S22: making students know the technology through studying English

S32: It can help me study English to learn a new vocab

According to the data semi-interview, using technology can help students understand the material, translate easily, relax during the lesson, learn new vocabulary, and refresh their brains while studying English.

Discussion

In this section, the findings of this research were discussed. This research attempted to explain the use of technology to promote engagement in English classes based on teachers' reflections and students' perceptions at SMA Negeri 3 Demak academic year 2024/2025. The major of this research discussion is: 1) discussions of the teacher's reflection on the use of technology in students' engagement in English class, and 2) discussions of the student's perception of the use of technology to promote engagement in English class.

To describe the teacher's reflection on the use of technology in student engagement

In this part, the researcher discussed the first research question related to the teacher's reflection on the use of technology in student engagement in English class at SMA Negeri 3 Demak. The teacher reflection technology is a valuable tool for enhancing learning quality and active classroom participation. The technology also the essential in strengthening students

character. The application of digital literacy is expected to support the students skill, including their engagement, motivation, communication, collaboration and creativity (Utaminingsih et al., 2023).

Some points are discussed in this section based on the study results. The data from the questionnaire and interview concluded. First, it can be concluded that for questions number one and number sixteen, the teacher answered that the use of technology makes students engage, pay attention, be interested, motivate, focus, have fun, actively participate, understand the material, interact with each other, enjoy, like, interact, develop the ability, improve communication skill, enhance, and enthusiasm. The findings agreed that the technology engages the students during the English class. It is consistent with Zepke et al. (2014) indicator of engagement that teachers and students must engage in the classroom. Teachers must be involved in their students' learning. Teachers positive reflection tend to motivate their use of technology in learning. Galanouly et al (2004) study reveals that teachers with positive perception more open toward the possible innovation technology can bring about in learning, such as impact on higher-order thinking skills and language learning content acquisition.

Furthermore, teacher reflective on the successful technology integration in education is highly determined by teachers' personal beliefs and concerns, and those beliefs and concerns pursue their probability to employ the technology. The use of technology has high positive perception on the teacher in learning and teaching. Several studies also highlighted the significant of technology integrated instructional approaches in meeting the educational needs of the learners by increasing their thoughtfulness and keeping students motivated, which is viewed as a significant predictor of students' educational growth (Xu et al., 2021). Liu et al. (2022) also identified that technology integrated learning increases the cognitive understanding and learning achievements of students resolve their academic challenges and keep them participating actively in the learning activities.

On the other hand, the findings on the use of technology showed that the teacher 50% agreed that technology can make students more confident and comfortable in English class. Based on the data, students' confidence and comfort indicators are students' engagement during the class. It is supported by the research that has been done by Izlin and Widiyati (2023) on the impact of using technology in the classroom to teach English on the advancement of education, especially English learning. Technology has significantly contributed to the progress of education, especially in learning English. There are many skill could develop through the use of technology.

Furthermore, the students can interact more using technology. The teacher agreed that technology makes students interact with each other during English class. According to the research of Balalle (2024), bringing technology into the classroom can be a very effective strategy to boost student involvement. It stimulates collaboration, creativity, and critical thinking..

In addition, the researcher interviewed to support the data findings. The interview is to provide more evidence that technology can engage students in English class. The result showed that the teacher had used technology in their classroom, some of the technology that they have used, namely HP, LCD, PPT, Video, Computer, and Canva. The teacher's applications are Quizizz, Padlet, Kahoot, Ed Puzzle, Quizlet, Match Master, and Gap Master. The teacher said that half of the students are more interested when the teacher teaches using technology. Pardede (2020) found that instructors regard ICT use in EFL learning and teaching activities positively. The teacher has a good attitude toward the use of ICT in EFL learning and teaching.

Technology can sometimes become an alternative to teaching students. It can also make students more interested. Furthermore, there is some evidence from the teacher. The teacher said that sometimes, we can use technology to integrate the teaching and learning process. This means that a teacher can choose to vary teaching to create better student engagement in the classroom, especially in English class. It is also

important for these classrooms to address the need of all students.

Meanwhile, the use of technology does not mean that it can use technology every day. Because not all students have supported internet data, these have become challenges. Technology also presents challenges for students in this discipline. Students have issues with their internet connection and privacy concerns. Such teacher tend to justify their reluctance to employ technology by using some reason, including the facilities, time, support, materials, and training. According to Jalal (2012), privacy concerns have become the most troubling aspect of technology use for students because they still do not know what their personal information is utilized for. As a result, teachers are expected to be knowledgeable about how to share students' data using the technologies in use.

In summary, teachers' reflection on using technology to promote student engagement in English class was adequate. The findings and discussion showed that the use of technology makes students engage, pay attention, be interested, be motivated, focus, have fun, actively participate, understand the material, interact with each other, enjoy, like, interact, develop the ability, improve communication skill, enhance, and enthusiasm. These result could be motivated students to more engage studying English using technology. It is important for the future generation teachers to learn how to teach in a manner that will be reach their students.

To show that students perception the use of technology to promote engagement in English class

This research intended to explain how students perceive the use of technology to promote engagement in English class. The study found that students spend more time using technology. It has become a daily habit among them. This is supported by Alkram (2020), who stated that students' time spent using technology has increased. According to the questionnaire on the use of technology, the 3,1% students strongly agree and 46,9% of students agree that technology makes students more interested in

studying in English class. This was in line with Kozhevnikova (2019), language exposure is one factor that determines successful language teaching and learning. Learning any language is a complicated process which includes a lot of factors that should be taken into consideration.

Additionally, students' responses to the questionnaire in this research indicate that they are motivated to study English using technology. There are 50% students agree, and 3,1% students strongly agree that the use of technology can make the students motivated. The technology enabled students to access English information in a variety of formats, including text, music, films, and even games. These can make students were not bored while studying (Anwas et al., 2020).

Furthermore, the technology makes students focused while learning English using technology. Half of the students agree that the use of technology they can concentrate while studying using technology. Some technology-based solutions promote virtual connection and alleviate student anxiety through delightful experiences. The technology helps students more focus for the students who have anxiety. The students can still practice by themselves when they need to study more at home using the application. (Makodamayanti et al., 2020). As a result, learners gain focused in learning and practicing English anytime and anywhere. These could help student improve the English learning.

Then, the result showed that the 15,6% students strongly agree and the 56,3% of students agree that using technology can develop their ability to study English. Technology can allow students to take charge of their learning process outside the classroom. It should be mentioned that students in this study concur that the characteristics of technology encourage them to practice their English outside of the classroom. The results emphasize the use of technology as an informal language learning tool to enhance the English language learning process in schools (Mohmed and Dahlan, 2018).

Moreover, the next question is the use of technology makes students actively participate in English class. The result from the questionnaire showed that the 46,9% students are agree that the

students actively participate in the classroom when the teacher used technology during the lesson. By doing so, the learners could put into practice the concepts they learn in the classroom (Ahmed, 2020). These practice help the students direct participate on the study actively.

In addition, the use of technology make the students pay attention on the English classroom. The data showed that 3,1% students strongly agree, 34,4% agree, and the rest of the students were neutral. It can be concluded that most of the students agreed that the use of technology can make them more pay attention. It supported the research by Mubarak (2016) argued that classroom atmosphere is still the most desirable for learning English since technology does not offer an appropriate atmosphere for formal language teaching and learning.

Next, the questionnaire about the use of technology makes students more interactive in English class. The 46,9% students were agree that they more interactive while they study using technology. It supported with the previous study that teachers use technology as an additional learning tool in the classroom could make students more interactive at the learning process. As a result, using technology as a learning tool could benefit EFL students in practicing English inside and outside the classroom (Omar et al., 2012).

Potentially, teachers may utilize technology as a medium to support students in learning English. Based on the students' perceptions, they agree on some parts of their engagement using technology during English class. The students agree that technology makes them interact with their friends with the highest percentage of 43,8%; 50% of students agree they enjoy the classroom, 34,4% students prefer using technology in the learning process. In line with the research by Tahar et al. (2020), there is a positive relationship between perceived ease of use and the use of technology among students. Technology has brought significant changes in the field of education, where it can improve the quality of students' knowledge.

Furthermore, the next question is about the use of technology can make student enjoyed their studying in English class. The 3,1% students strongly agree, and the 50% students agree that the technology make them enjoy they learning in the classroom. In line with the study of Tiara et al. (2021), the language learning process is more exciting and enjoyable with technology. It developed students' knowledge of English. Technology has a positive perception; it has many benefits in supporting students' learning process because it can increase, comfort, enjoy, and motivate students' English skills. These also can promote students' engagement in the English classroom.

Then the students like studying when the teacher use technology in English class. The data result showed that the 3,1% students strongly agree, 31,39% agree, and the rest of the students were neutral. Meanwhile, it can be concluded that the students mostly like studying when the teacher used technology (Liton, 2015).

Moreover, the students engage during the English class by using technology. The data result showed the 46,9% students agree that the students engage during the lesson. The integration of technology in English language learning has brought about significant advancements in the way students engage with the material and acquire language skills. This in line with the research by Handayani (2024) through tools such as mobile applications, virtual classroom, and e-learning platform, learners are able to access personalized and flexible educational resources that cater to their individual needs. Meanwhile, the research by Andrew, et al (2018) many students enjoy using tablets and phones, and some prefer them for certain tasks. The students preferred a combination of learning with traditional tools and technological tools.

The data showed that the 25% students strongly agree and the 37,5% students agree the technology could improve their communication skills. It can be concluded that the students improve their communication skills during the lesson using technology. Supported by Faizi et al. (2013) state that technology can be communication and engagement tools. Moreover, the technology enhances students

ability to think creatively in English class. The data showed that the 18,8% strongly agree and the 62,5% students agree technology enhances students' ability to be more creative. It concluded the students could think creatively when they use the technology in the learning process. It supported by the research Fitriah (2018) the current study examined the role of technology in the development of students' creativity..

Furthermore, the students more enthusiastic while the teacher using technology in English classroom. In line with the research by Ratminingsih and Budasi (2023) the technology were effective in stimulating students feeling, so the students can feel fun during the lesson. In addition, the use of technology make the students confident. The data result showed the 40,6% students agree using technology they more comfortable on English class. It supported by Carstens et al (2021) the research the students on the implementing technology in the classroom feel more comfortable with the inclusion of technology.

The result and discussion above are the detail explanation of the data by using the questionnaire. Based on the data, it can be concluded that the use of technology gave the students effective learning. the students perspective are enjoy, fun, comfortable, more active, interact with others friend.

Further, he data result based on the open question interview. The 24 students, 75% said that the teachers had used technology in the school, and nine (28.1%) said that the teachers don't use technology. Teachers mostly use technology in the teaching and learning process. It seem that most of the teacher had implement technology on the teaching-learning. As the previous discussion that the technology could make students more effective. It also related to the research done by Shaleha et al. (2022), the students got advances in terms of technology skills improvement during the implementation of the technology during the teaching and learning process.

Then, here the result of the other interview question. There were some answers: The teachers used headphones with 29 (90,6%), LCD 12

(37,5%), PPT 20 (62,5%), Video 17 (53,1%), and computer 3 (9,4%). Further, the teachers used some applications: Quizizz 22 (68,8%), Kahoot 3 (9,4%), doesn't use Technology 5 (15,6%), YouTube 2 (6,3%), and Canva 1 (3,1%). The other application that the teachers used was Google Forms. From the result showed that most of the teacher have implemented technology during they teaching-learning process. Additionally, the other question result showed the 31 (96,9%) students said they were more interested in studying English using technology. The students said 30 (93,8%) teachers have been using technology and just 2 (6,3%) teachers do not. However, the use of technology made the students' attitude influences their perception of technology, and students' attitudes toward social networks positively influenced the use of technology (Orgaz et al., 2018).

Some of the students answered that using technology to study English is 1 (3,1%) always, 3 (9,4%) always, 28 (87,9%) sometimes, and 1 (3,1%) never. Here are some of the student's perceptions of using technology to promote engagement in English class. it can be concluded that using technology can help the students understand the material, translate easily, relax during the lesson, and learn new vocabulary. The use of technology can also refresh their brains while studying English.

CONCLUSION

This study aimed to answer the two research question problem statements about teacher reflection and student perception of the use of technology to promote Engagement in English class. The research and data analysis conducted led to the following conclusions.

First, teachers' reflection on using technology to promote student engagement in English class was adequate. Teaching using technology completes student engagement. The teacher's reflection uses technology as highly beneficial in teaching in the classroom. Technology has significantly contributed to the progress of education, especially in English classes. Moreover, the teachers also mentioned

that they face challenges in the students' connection data. Second, based on the findings, students positively perceive the use of technology for learning English. They stated that technology provides an endless supply of English content, which enables them to keep practicing their English skill and increase their knowledge.

The findings and discussion showed that the use of technology makes students engage, pay attention, be interested, be motivated, focus, have fun, actively participate, understand the material, interact with each other, enjoy, like, interact, develop the ability, improve communication skill, enhance, and enthusiasm.

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